

Childhood Education

Fundamentals

for Today's Children

**Living
Safely and Healthfully**

May 1959



Journal of the Association for Childhood Education International

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For Those
Concerned With
Children 2-12

*To Stimulate Thinking
Rather Than Advocate
Fixed Practices*

1958-1959
Fundamentals for
Today's Children

Childhood Education

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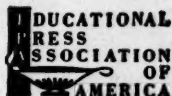
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Looking south on Wisconsin Avenue

*When we build our ACEI Center, let us think that we build forever,
Let it not be for present delight
Nor for present use alone.*

*Let it be such work as our pupils will thank us for,
And let us think, as we lay stone on stone,
That there will come a time when these stones will be held sacred,
Because our hands have touched them.*

*And that children will say when they look upon the labor
And wrought substance of them,
"See our beautiful ACEI Center!
This our friends did for us!"*

—IMA L. KUYKENDALL, ACEI Interpreter, Ft. Worth, Texas (with apologies to Ruskin).

It is appropriate that the May issue of CHILDHOOD EDUCATION should have an artist's sketch of the ACEI Center. May is the month in which ground will be broken and construction begun. It is expected that occupancy of ACEI's first home will be possible by May 1960.

"How carefully we'd teach if we were wise!"

How have we helped children live healthfully and richly this past year so that they can better face tomorrow?

"I SAW TOMORROW LOOK AT ME FROM LITTLE CHILDREN'S EYES," SANG the poet. Tomorrow and today are of so much oneness. Only as we "carefully teach" today will children live richly today and tomorrow. The tomorrow of summer vacation time will soon be here. What will it hold for Julia, Louis, Sue, Joe?

They will spend many hours out-of-doors with living creatures, with all things that grow. Perhaps the warblers will be passing through on their way to nesting regions. Many of the flowers of spring will be gone but summer has its own bouquets—colorful, fragrant, varied. Will Louis see these? Insects that fly and creep and crawl will come by as he lies in the grass to rest after a strenuous game. Clouds will drift overhead or build into a thunderous mass on the horizon. Will he see them? Have we helped him all through the year to quicken his eye to the vast out-of-doors? To be curious about its changes? To feel the rhythm of these changes?

Has Ellen had time to browse in the library? To taste widely of fiction, biography, poetry, adventure tales, folklore? Does she know she need not feel she must read each book "from cover to cover"? Francis Bacon was speaking to children, too, when he wrote:

"Some books are to be tasted, others to be swallowed and some to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention."

Poetry can be enjoyed as one rocks, in oblivion to all else, with the summer sun streaming through the branches overhead. Of course Ellen *can* read; she does every day at school. Will the school's success meet the real test of seeing her continue to do this? Will she seek out additional books by favorite authors? Will she find names new to her and take them into her awareness? Will she stretch her own delights higher and higher in the quality of the reading she chooses? Won't these be the real test of how successful the reading program really is?

(Continued on next page)

A Part of Tomorrow

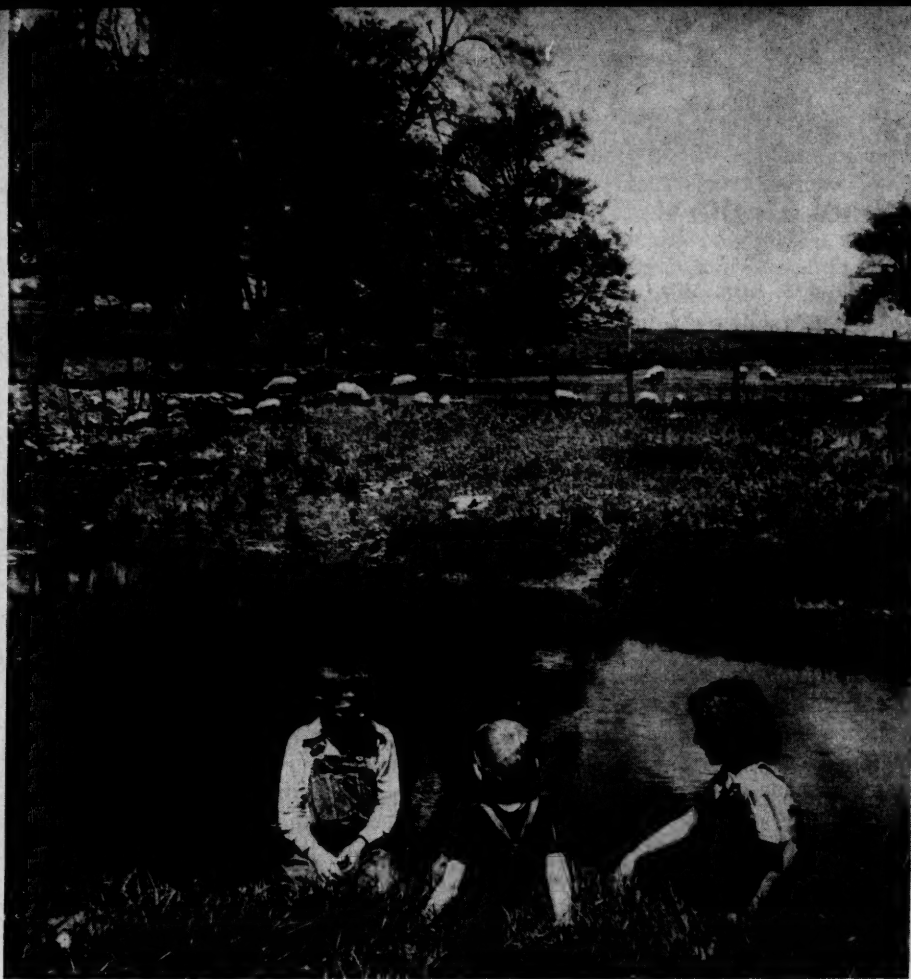
People are so much a part of our tomorrow, too. Will these children deepen their sensitivity to the love of family and friends? Will they glow in the warmth and understanding that often exist between youth and old age? There are the already familiar stories to be retold of "when I was a little boy" or "how I used to help in the fields"—stories of another time that never lose their charm for children who make that age a part of themselves as they live it through the feelings of some loved one. Will there be new friends, too? For some perhaps there will be the momentary acquaintances of lake, beach or mountains. Perhaps a shared word about stones on the hillside will serve to answer a question, to unfold a new interest. Julia's "touch of people" will encourage them to share their interests with her. So will she gain new insights into the life of the seashore and new understandings of the earth's formation. But, perhaps most of all, she will come to know the richness of new friendships.

Strength of Diversity

New friends among children as well as adults . . . children whose values may be as different as the environment from which they come—are we helping those in our groups today to reach out for friendships among children and adults who have much to bring to us as they share the customs and values of their homes and cultures? Will these children be among those whom Clyde Kluckhohn speaks of when he says, "Americans have generally accepted diversity as a condition, but only some Americans have embraced it as a value," or are we helping them to move toward sincerely recognizing the strength of diversity?

There will be diversity of landscape, too. Children of the rolling hills will have their first acquaintance with the delta lands. Or the rolling country will merge into stretching-away corn fields. The vegetation of the desert is startling when one expects only endless miles of sand. Will the children sense the relation of the crops and the country? Will they begin to see the effect of geography on man's way of life and what man does in this age of science to adapt and modify the land to his own desires and needs? Can we help them to avoid the provincialism of those who see only one small area of a vast land as "the only place in the world?" Certainly children need the security of familiar, meaningful "my home"! At the same time it is possible to sense the identity of home for others and to be aware of the meaning of each home for all of us. This, too, is growth in embracing the value of diversity.

The thread which interlaces all of the richness of growth, which becomes one in today and tomorrow, is that of inner personal growth. Need we ask Joe to be sure to bring back stones from the western mountains or Sue to add leaves from the trees of the middle states to those in her collection? Can we realize that a remembered sunset from the mountain top may serve to give more depth to Joe than stones? Can we realize that Sue may hear again and again the singing tones of the violin



They will spend many hours out-of-doors.

of the out-of-door concert, oblivious to the leaves overhead, that this music will open for her yet another kind of collection? Tangible evidences are not to be disregarded or scorned. But are we also seeking to help children develop that sensitivity of eye, ear and feeling that will bring inner growth and delight? There will always be room for this kind of collection. Each child provides his own space, arranges it and stores away its delights. Some will be shared with others; some will become his personal treasures—and all will be a part of himself.

Surely there is time for this kind of looking toward tomorrow. There is always *some* time; never *enough* when life is full. Perhaps when we see tomorrow look at us from little children's eyes we will think, "How carefully we'd teach if we were wise!"

Lena Rexinger is in the Division of Education, Arkansas Polytechnic College, Russellville.

School Health

Oliver E. Byrd, M.D., executive head of the Department of Health Education, Stanford University, California, discusses nine misconceptions concerning the school health program.

CERTAIN BASIC MISCONCEPTIONS ARE IN large part responsible for a state of partial confusion and uncertainty as to the nature and scope of the school health program. Nine of these leading misconceptions are as follows:

1. *The concept that the employment of a school nurse or a school doctor automatically insures an adequate school health program.* This is perhaps the major misconception about school health that is possessed by school administrators. To see the fallacy of this concept we must recognize that schools exist as social institutions for the basic purpose of education. If society removed from the school every function except one, that single responsibility remaining to this social institution would be teaching the child. In other words, teaching is the major function of the school. On basic principles, medical and nursing services in the school rank second to learning experiences. No school can be said to have met its obligation in school health which has not placed curriculum construction in health as the first function of the school in this specialized field.

The medical profession in the United States accepts the fundamental concept that the major function of the school is to arrange learning experiences in the field of health rather than to provide medical and nursing services.

2. *The concept of isolation.* A well-developed, total school health program cannot exist in isolation apart from the community in which the school exists. The school is an integral part of our society and is not aloof from it.

If an adequate school health program is to be developed, schools must cooperate closely with community health agencies, parents, professional medical and nursing groups, dental groups, public health authorities, and many other segments of the community.

Without the availability of medical and public health resources in a community, the school health program is absolutely doomed to an inadequate status. Of what avail is the detection of a pupil health problem or defect if there are no resources for their correction? In fact, how can these health problems and defects be detected without the resource of professional medical talent?

A health curriculum constructed out of an exploration of community resources is bound to be broader and richer in its potential than the curriculum constructed by a small group of teachers working in isolation from the community.

3. *The concept of the annual school health examination.* There is no need for an annual medical examination for a great majority of school children. It cannot be logically stated that every child needs an annual school health examina-

tion. On the contrary, a child needs a health examination *when he needs one*. It is entirely possible that a school child may need two, three or even ten medical examinations within a single year.

Neither time, money nor personnel (physicians) are available in sufficient quantity to provide satisfactory and thorough yearly school health examinations for every school child in the United States. This impractical ideal should be abandoned.

The Astoria Plan, or some modification of it, is a more sensible approach to this problem. Fewer examinations, but better ones, are needed in school health programs. The Astoria Plan calls for a thorough medical examination of every child upon entrance into school. Once this thorough medical examination has been achieved and school health records have been made as complete as possible, no further examinations are provided for the school child in any routine manner—unless the teacher and the school nurse

agree that there is some evidence of need for another health examination. Some investigators have suggested that the Astoria Plan should be modified so that every child in the school district is given one or two additional complete health examinations at some time during his elementary school life.

4. *The concept that health education in the classroom consists of the teaching of anatomy and physiology.* Many health textbooks and health courses have been constructed under the mistaken concept that learning about the structure and function of the human body is health education. Anatomy and physiology are long-established sciences, predating hygiene and health education by many years, but the content of these fields is different and should not be confused with health education.

To illustrate this distinction among anatomy, physiology and health education, we may postulate that a classroom

Courtesy, Edison School, Hammond, Ind.



teacher falls to the floor in a classroom, breaks the humerus and severs the brachial artery. A person well versed in anatomy might view this unfortunate teacher and observe accurately: "This teacher has broken her humerus and has severed the brachial artery." A second observer, well versed in the field of physiology, might observe: "This teacher will empty the circulatory system within a few minutes if the bleeding is not stopped." A person qualified in first aid or health education, without knowing the name of the bone that has been shattered or the name of the blood vessel that has been severed, might conclude: "I must apply a compress to stop this bleeding if this person's life is to be saved." The latter might then proceed to save the life of the patient without knowing anything about the patient's anatomy or physiology.

5. *The concept that "anyone can teach health."* There is a widespread misconception that teaching of health is something that can be done effectively without any particular preparation on the part of the teacher. This has often resulted in a poor quality of instruction in the field of health and has created attitudes on the part of pupils that are not conducive to effective learning.

The breadth of scientific research in the field of health is so tremendous that unless a teacher has access to these new discoveries in some compact form he will soon be far behind the best and most authentic ways of improving or maintaining human health.

6. *The concept that "good grooming is health education."* Virtually every physician has rendered medical service at one time or another to unkempt, poorly groomed, untidy and even dirty patients

who possessed the vigor and vitality to give them a long life at a high level of energy. Such physicians have also treated neat, well-groomed, fastidious, clean and attractive persons who were suffering from tuberculosis, mental illness and a host of other serious diseases. Grooming does not make a fundamental contribution to high levels of vitality, endurance and length of life.

There are certain relationships to health in the field of good grooming, but these should not be overemphasized. A person can learn to wash his hands as a part of his training in cleanliness, food sanitation and control of communicable diseases. This may also be a part of the process of good grooming. It is likewise true that to be well groomed is to give a person an added measure of confidence and self-respect. These factors have mild relationships to mental health. It is only when teachers and those who develop a health curriculum have the misconception that "good grooming" makes a major contribution to health education that the total development of the school health curriculum suffers.

7. *The concept that the teacher who maintains proper temperature and ventilation in a classroom is making a major contribution to the health of the pupil.* Medical history has yet to record the death of a pupil from lack of oxygen in the classroom or the passing out of even a single student from heat exhaustion, frost-bite or freezing due to negligence of the teacher.

This is not to say that poor ventilation and heating are unrelated to the educational process. A child in an overheated room becomes sleepy. His alertness diminishes and he may even fall asleep at his desk. This completely destroys the value of the learning experience. It does not impair his health, however. In fact,

the added rest may even be of value to him.

Comfort in the classroom is far out-ranked in health significance by accidents, tuberculosis, heart disease, mental illness and hundreds of other specific health problems.

8. *The concept that posture education represents a major contribution to the school health program.* Good posture is highly desirable and does have certain relationships to health, confidence and good appearance. Some classroom teachers, however, who know perhaps too little about the broad field of health education, look upon posture training as their major contribution to the field of school health. When this misconception exists, it is highly detrimental to the establishment of a sounder school health curriculum.

The World Health Organization has not classified poor posture among the ten leading health problems of the world. No medical or public health group has yet placed poor posture among the leading national or community health problems. We should recognize that posture training is of value to an individual student under certain circumstances but

that it is not a factor of truly great significance in the school health program.

9. *The concept of religious exemption from teacher health requirements.* The right of religious freedom should never be exercised to the point that the vitality and life of a school child or fellow faculty member are threatened or impaired. Supreme courts in various states have upheld the right of local and state boards of education to insist upon healthy teachers.

Regardless of individual religious belief, those teachers found to be suffering from communicable diseases (such as tuberculosis) that can be spread to pupils or other teachers have a moral obligation to consider the welfare of others. Persistence in a religious viewpoint that ignores the death or disability that may be brought to others can never be justified on ethical, moral or legal grounds.

This means that boards of education must abandon the concept that a teacher may be exempted from chest X-ray requirements or other medical regulations because of his religious belief. The welfare of others must take precedence over the individual right of the single teacher.

AS AMERICAN ELEMENTARY EDUCATION STANDS ON THE THRESHOLD OF THE 1960's, the matter of grouping children continues to be characterized by: (1) problems of terminology including overlapping terminology and conflicting interpretations of terminology, (2) insufficient comprehensive research data and conflicting data, (3) appreciable differences in both practice and opinion.

It seems reasonable to conclude that the "best" grouping procedures are likely to differ from one school to another, the most desirable practice often being dependent upon such factors as: (1) the competence and maturity of the local staff, (2) the nature of the physical plant, (3) school size, (4) class size, (5) the local curriculum or design of instruction, and (6) a highly intangible quality—the intensity of the desire of a teacher or a group of teachers to make a particular plan work effectively.

The philosophy and ability of the able teacher are undoubtedly more important than any grouping plan, however ingenious it may be, with respect to creating good environments for teaching and learning.—HAROLD G. SHANE, *Northwestern University, Evanston, Ill.* Prepared for 1959 ACEI Study Conference.

Recess Is Not Enough!

Well-documented reasons why physical education should be part of a school day's program are given by Bruce L. Bennett, associate professor of physical education, The Ohio State University, Columbus.

"GEE, MOTHER, THESE KIDS ARE lucky. They have a gymnasium!" exclaimed a fourth grader after visiting the large sixty-year-old school her mother attended as a child.

This youngster attended a modern suburban school. Faced with mounting costs and increased enrollments, many school boards have sought to economize by building new schools without gymnasiums or converting old gymnasiums into classroom use. Often, too, there is no physical education teacher or physical education class. Children have only recess periods under the supervision of the classroom teacher or older boys.

Many parents and some school administrators evidently feel that the recess period is sufficient for the children. Others consider that the baseball competition conducted after school by the local Boosters Club is a sufficient substitute for school physical education.¹ Is there justification for the organized and planned physical education class taught by a qualified and specially trained teacher? Should money be spent for a gymnasium when classrooms are in short supply? Should a school board buy extra acres of land to provide a playground?

¹ Kenneth D. Miller, "Let's Quit Exploiting Children's Sports," *Today's Health*, XXXV, May 1957, pp. 18-20.

Motor Development

Before going further, it may prove helpful to emphasize that motor skills and physical activities cannot be considered as an isolated or discrete part of a child's education. Gates, an educational psychologist, expresses this fact in these words:

Motor development is a handmaiden of mental development. The child experiments, manipulates, explores, and gratifies much of his intellectual curiosity by way of motor activities. In like manner, motor behavior serves as a vehicle for a large portion of the child's social contacts and his learning of ways of cooperating with others. Similarly, motor development also has an important bearing on a child's emotional behavior, since a child's strength, speed, coordination, and skill very often determine whether a child will experience success or failure, and whether he will be thwarted and angry or threatened and afraid.²

Motor activities therefore are an integral part of the total education and development of the child.

The significance of motor activities on physiological processes has been the subject of much research and study. Physiologists Schneider and Karpovich state that "experiments on human beings and

² Arthur I. Gates, Arthur T. Jersild, T. R. McConnell and Robert C. Challman, *Educational Psychology* (New York: The Macmillan Co., 1948), p. 61.

animals have proved that a certain amount of physical exercise is indispensable in the cardiovascular and respiratory system."³ Two physicians, Smiley and Gould, declare that "a considerable amount of muscle activity is almost as essential to the growth of a child as is proper nutrition."⁴ The well-known physiologists, Carlson and Johnson, make a concise evaluation of the effects of exercise in these words:

... the increased effectiveness of the circulatory and respiratory adjustments to exercise and the better muscular coordination and decreased waste movements that result are probably of much greater significance than mere increase in muscle size and strength.⁵

Many authorities have pointed out the effect of physical activities on posture. Olson says that "much exercise in running, jumping, climbing and throwing are basic approaches to development of suitable posture for a given child."⁶ It should be stated that good posture is desirable largely for esthetic reasons and probably does not confer any particular physiological benefits.

The values stated so far can certainly be achieved in large part through free play or the recess period. However, there are other values important for social and personality development which are less likely to be achieved through recess activities.

³ Edward C. Schneider and Peter V. Karpovich, *Physiology of Muscular Activity* (Philadelphia: W. B. Saunders Co., 1948), p. 255.

⁴ Dean F. Smiley and Adrian G. Gould, *Your Health* (New York: The Macmillan Co., 1951), p. 456.

⁵ Anton J. Carlson and Victor Johnson, *The Machinery of the Body* (Chicago: University of Chicago Press, copyright 1953), pp. 359-60.

⁶ Willard C. Olson, *Child Development* (Boston: D. C. Heath & Co., 1949), p. 84.

Bolster Social Prestige

Educational psychologists Breckenridge and Vincent discuss this matter in some detail. They point out the fact that much social contact evolves around physical skills and activities. "The boy who cannot throw a ball or run fast becomes a group liability. The girl who does not roller skate or ride a bicycle with skill is likely to have a lonely time." Children need to be taught various skills which will bolster their confidence and prestige when they are with other children. "A child, once finding some confidence with other children in one skill or ability, is encouraged to try others, and can be led on into more and more ascendant behavior."⁸

Jones also emphasizes investigations which show the value of specific motor training in the treatment of early personality difficulties, such as fears, submissiveness and attitudes resulting from inferiority feelings.⁹ A psychiatrist, Margaret Mahler, declares, "Motor release is the most important and soundest device of the growing child to serve ego growth, obtain balance, and form an always available safety valve against anxiety."¹⁰ The well-known psychiatrist, William Menninger, in a study at his clinic, found that a well-adjusted person learns how to play and includes play as an important feature of his life much more frequently than the average maladjusted person.¹¹

⁸ Marian E. Breckenridge and E. Lee Vincent, *Child Development* (Philadelphia: W. B. Saunders Co., 1955), p. 272.

⁹ *Ibid.*, p. 349.

¹⁰ Harold E. Jones, *Motor Performance and Growth* (Berkeley: University of California Press, 1949), p. 161.

¹¹ Margaret Mahler, "Ego Psychology Applied to Behavior Problems," in Lewis, Nolan D. C., and Bernard L. Fagella, eds., *Modern Trends in Child Psychiatry* (New York: International Universities Press, 1945), p. 50.

¹² William Menninger, "Recreation and Mental Health," *Recreation*, XXXXII, Nov. 1948, p. 348.

The evidence cited above provides concise but impressive testimony of the social and psychological significance of motor activities for individual boys and girls. The experts cited consider physical activity as something far more important than just "letting off steam" or "turning young colts out to romp." These latter statements are completely untenable in the light of modern scientific knowledge about child growth and development.

Children Need Play

What further evidence is there that the recess period alone is insufficient and inadequate to meet the needs of children? Menninger declares that the ability to play is a *learned ability* and that children should have ample opportunities for play alone, with each other, and with their parents, both at home and elsewhere.¹² Smiley and Gould believe that the needs of children make a demand for children's playgrounds in much greater numbers than have been provided heretofore.¹³ Breckenridge and Vincent challenge the opinion of those who see no need for supervision or instruction. Drawing upon certain experimental data, they conclude: "... we shall have to change the present *laissez faire* policy of most schools and playgrounds which assumes that children learn social lessons in free group play without teaching supervision."¹⁴ Children do not necessarily learn to be cooperative, unselfish and respectful of the rights and feelings of others through free play alone. Recess can be a frightening and shattering experience for the timid, unassertive or poorly coordinated child.

¹² *Ibid.*, p. 346.

¹³ Smiley and Gould, *op. cit.*, p. 456.

¹⁴ Breckenridge and Vincent, *op. cit.*, p. 349.

Learn Other Skills

What, then, should be the nature of a sound physical education program which will achieve maximal results in the total growth and development of children? Breckenridge, Vincent, Olson and Gates all arrive at similar conclusions. Breckenridge and Vincent express their conviction that physical education programs "to be useful as well as interesting" to children must help them to enlarge on the variety of their skills as well as use skills already mastered.¹⁵ This statement is based on the fact that as children master one skill, they quickly seek to add variations. What an opportunity this provides for the teacher of physical education! The natural interest of youngsters in hanging and climbing can be challenged by the competent teacher who demonstrates a single knee hang from the horizontal bar, a double-knee hang, a skin-the-cat hang, and who asks individual class members to think up and do other variations (with judicious spotting,* of course!). These activities will develop needed strength and coordination for rope or pole climbing and enhance the chances for successful and satisfying achievement for each child. A well-planned program of games, relays and rhythms can be so satisfying and challenging to children because new, useful and inherently enjoyable activities are offered. The recess period provides an occasion for the use of skills already mastered but cannot provide a chance for children to learn other skills.

The principle of offering a broad program of activities is strongly endorsed by Olson, who says:

As a part of a desirable environment for children, extensive opportunity should be

¹⁵ *Ibid.*, p. 258.

* A term denoting safety procedures used to avoid possible injury.

available for every suitable type of physical activity and sport, and for the development of skills which can be pursued into later life.¹⁶

He further stresses the need for exercise and instruction to facilitate the learning of skills such as swimming, skating and the like. Children will miss out on the acquisition of many such skills if they are not offered the chance to participate.¹⁷ They will lose the opportunity to develop an initial interest in physical activities which they might be able to enjoy in later life. A child who learns to ice skate has acquired a skill which he can always draw upon for pleasure and satisfaction.

Gates sees other dangers in a physical education program limited to a few

games, usually of a highly organized nature, such as basketball or baseball. Such a program may fail to give all children opportunities for their abilities and may also distort social relationships and emotional adjustments by providing opportunities for successful achievement and social prestige to children most competent in those few activities.¹⁸ All children do not like basketball. Some will enjoy soccer much more if it is properly taught. Heavy emphasis on one or two team sports performs an injustice for other boys and girls who may want to participate in these sports at their own level of ability or may want to learn other activities.

Many adults can trace a distaste for certain games to some unpleasant experi-

¹⁶ Olson, *op. cit.*, p. 85.

¹⁷ *Ibid.*, p. 77.

¹⁸ Gates, *op. cit.*, p. 78.

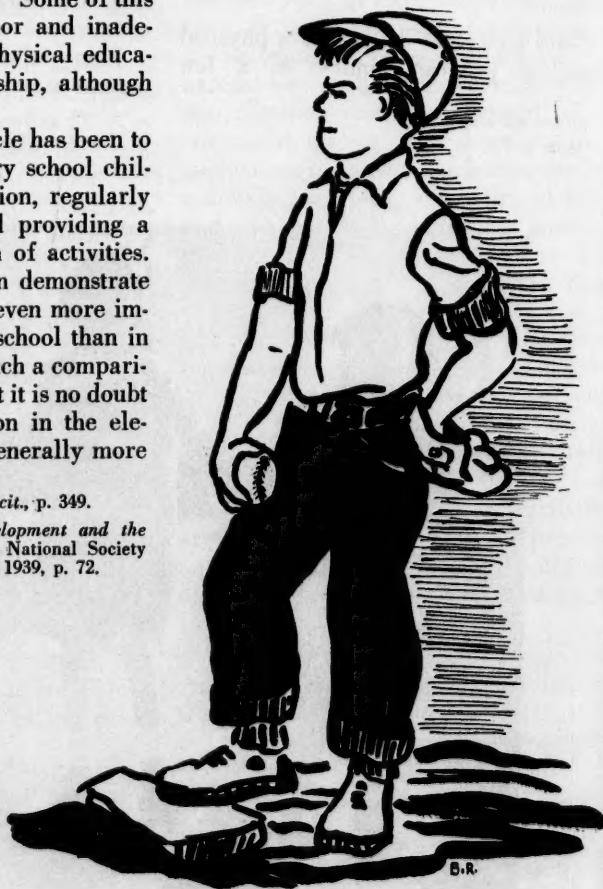


"Motor release . . . a safety valve against anxiety."

ences as children. As Breckenridge and Vincent suggest, a competent physical education teacher can work with the shy and unskilled youngster and teach him some of the skills so that he can perform creditably enough in the competitive situation to merit the good will of his teammates.¹⁹ The results of some of these unfortunate experiences may be a partial explanation for the findings reported by Jersild that students at the high school age change their role from participant to spectator. Studies reveal that there is a marked decline in the number of different play activities used by children between the ages of ten and twenty.²⁰ Some of this decline may be due to poor and inadequate elementary school physical education programs and leadership, although other factors are involved.

The purpose of this article has been to try to show why elementary school children need physical education, regularly taught by the teacher and providing a broad and varied program of activities. Actually, one probably can demonstrate that physical education is even more important in the elementary school than in the high school, although such a comparison is not intended here. Yet it is no doubt true that physical education in the elementary schools today is generally more

inadequate than physical education in the secondary schools, with the possible exception of some of the larger cities. Let it be earnestly hoped that parents and administrators throughout the country will recognize the validity of the need for physical education. Let's see to it that our children will no longer miss out on the values which physical education can contribute to their over-all growth and development in these formative years. Recess is not enough!



¹⁹ Breckenridge and Vincent, *op. cit.*, p. 349.

²⁰ Arthur T. Jersild, *Child Development and the Curriculum*, 38th Yearbook of the National Society for the Study of Education, Part I, 1939, p. 72.

New and Old Dangers Need Knowledge

A little bit of information can be a dangerous thing. A little bit of information, along with much misinformation, can be and is confusing.

WE READ ONE NEWSPAPER OR MAGAZINE article and become convinced that we are in danger from radioactive "fallout." We read another article, also written by an "expert," and get an entirely different impression. We want to believe that everything is "safe" and are prone to accept the latter interpretation as having more validity. Really, it seems that we have no choice but to accept the statements as made by the people officially designated as our spokesmen.

Perhaps we can better understand what "fallout" is. We are familiar with the fact that X-ray treatments are used to destroy undesirable tissues in our bodies and that the technician uses great care to avoid subjecting normal tissues to them. Sometimes little pellets of radioactive material are imbedded in tissues that are to be destroyed. These pellets are carefully made so as to have the right amount of radioactivity. Of course, each of them has literally millions of molecules that are radioactive.

The air we breathe and the food we eat contain some molecules that are radioactive. This has been true since the origin of man. Each of these particles of radioactive material has a minute effect, but our bodies are capable of adjusting satisfactorily to a reasonable number of them. Obviously, if this were not true we wouldn't be in existence in the first place.

Nuclear reactions produce many molecules that are radioactive. If the nuclear reaction is in the nature of an explosion in the sea, for example, then the sea water gains additional radioactive particles. When the explosion takes place in the air, these radioactive particles eventually settle to the ground. This means that air and soil gain radioactive particles, in addition to those already there. Thus air and food add to the number of radioactive substances in our bodies.

The fact that radioactive substances entering our bodies increase in number is significant only if a relative proportion of them becomes too great. To repeat, we have no choice but to accept the opinions of people who are responsible for determining the danger and keeping us informed concerning the same.

First Aid and Safety

Our government spends large sums of our money in developing and making available information concerning dangers from nuclear explosions, as well as all other types of safety hazards. The Federal Civilian Defense Administration maintains information centers as well as organizations to provide help in case of a disaster. In conjunction with this organization, American Red Cross carries on an extensive program of instruction in

Julian Greenlee, Florida State University, Tallahassee, is a former chairman of the Disaster Committee, Kalamazoo, Michigan.

First Aid and Safety. To a large extent, these programs are carried on by volunteer workers and are provided without cost to participants. It seems that every teacher would be wise to consider volunteering to serve in these worth-while community organizations. A good way to start would be to contact your local Red Cross, learn when a course in First Aid and Safety is to be offered and enroll in the course. By the time you have completed the course, you will have vital information and will be familiar with appropriate sources for much more.

In the First Aid Course you will learn that it is ordinarily better to avoid moving a seriously injured person, unless he is in danger of further injury if left where he is.

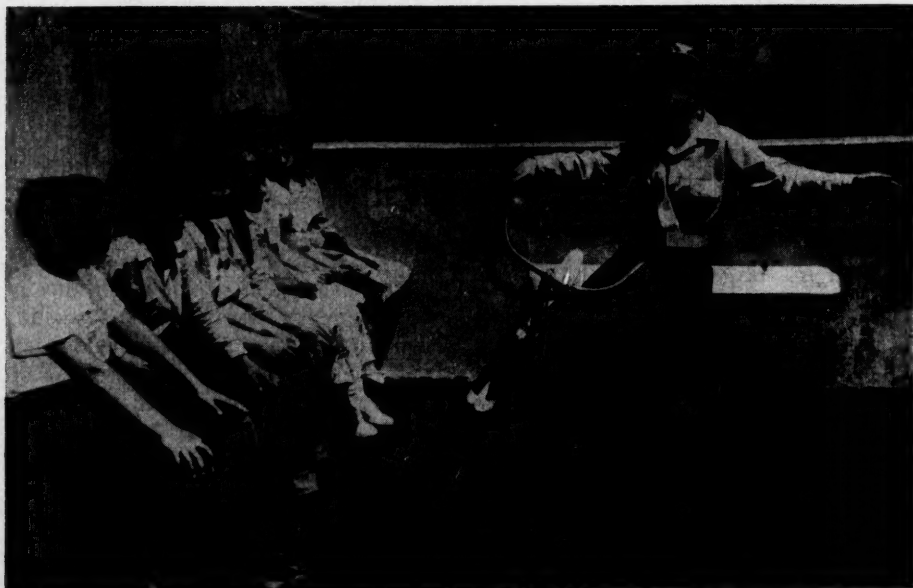
You will learn that three types of conditions call for immediate action: Serious bleeding, stoppage of breathing and internal poisoning. More important, you will learn what to do. In the meantime, if . . . wait a minute! Let's remember that a little bit of information can be a dangerous thing. Learning to take care of this type of emergency can be learned correctly only under the instruction of a competent person. It isn't complicated, unless you don't know it. There isn't space to give adequate instruction here, so we reiterate the suggestion that you enroll in a course and learn first aid.

Hazardous Experiments and Experiences

As teachers, we can see that children not carry on science experimentation that is hazardous. There is no need for them to do so. Good books for children and

Demonstrating bicycle signals to a class studying safety

Courtesy, American Red Cross



teachers have many appropriate suggestions for science experiences — experiences that are appropriate and that are not hazardous.

As teachers, we can help children to recognize and avoid common poisonous plants, such as poison ivy and poison sumac. Incidentally, the *First Aid Manual*, which you will use in the course, provides you with help on this problem.

As teachers, we can help children learn to recognize poisonous snakes. We can also encourage all of them to *leave all snakes alone*. If the teacher wants to have snakes in the classroom, he should get them for himself. It should be understood that children are not to bring them to school.

It is sometimes desirable to have caged animals in the classroom. In all cases where this is to be done, the need for suitable living conditions for them should be emphasized. It is easier to provide satisfactory conditions for many types of animals than it is for snakes.

Many teachers are afraid of all snakes and the fear is a reasonable one. How-

ever, they often feel that they should "make themselves" appear to be unafraid and welcome them into the classroom. This is neither reasonable nor fair. It makes more sense to leave them alone. Avoiding a harmless snake for fear that it is dangerous does no harm. Handling a poisonous one, in the belief that it is harmless, can be hazardous. Children often handle poisonous snakes believing they are harmless. We hear about it when they are bitten. Why take the chance?

Disaster Services

Every year we read about disasters such as floods and tornadoes. If they occur in our own community, we are amazed at the speed with which a Disaster Committee goes into effective action. There is such an organization near you. It is composed of volunteer workers, each with a definite assignment. They are trained and ready to carry out assignments. This Disaster Committee needs your service. You need the information and your community needs your help. How about contacting the American Red Cross office to ask for information or to volunteer your services?

WE ARE NOW EDUCATING FOR THE TWENTY-FIRST CENTURY . . . EDUCATION changes because problems confronting mankind change, Herold C. Hunt, Harvard University, told delegates to the annual convention of the American Association for Health, Physical Education and Recreation meeting in Portland recently. Declaring that there is nothing more certain than change and that education must prepare people for it, the former Under Secretary of Health, Education and Welfare suggested that the twenty-first century is only forty years away and that because today's school and college students will be spending half of their lives in it they should know what they have ahead. A look to the year 2000 gives indication of:

- a nation-wide population of 335,000,000
- a world population of 7,000,000,000
- a life expectancy for Americans of from 85 to 95 years
- extension of the mechanization and automation of industry
- widespread use of atomic energy
- a 20-hour, four-day work week
- continued rise of national productivity and income

- new concepts of community and urban development
- conversion to production of arid lands
- regularly scheduled inter-planetary travel
- significant world-wide progress in the removal of illiteracy
- rapid expansion of education on all levels
- improved world understanding
- avoidance of large-scale warfare
- an abundance of leisure time

Psychotherapy in the Classroom

Ways of applying principles of mental hygiene to teaching are suggested by Robert F. Topp, Department of Education, University of California, Santa Barbara College, Goleta.

THE CLASSROOM HAS NOT ALWAYS BEEN a healthful place—healthful, that is, for one's personality.

In the history of education more than one teacher has punished a gum-chewing pupil by having him put the gum on the end of his nose and stand before his classmates. Others have taped shut the mouths of talkative children or required a restless boy, chafing over long hours of immobilization, to stand in the corner with his back to the class for interminable hours of time.

In those old-time classrooms it was a familiar sight to see so-called "progress charts" with gold stars for some children and for others black stars advertising to their world that they were failing day after day. This, in spite of agonizing struggles to succeed! These children were threatened almost daily with "not passing." Sometimes that threat was carried out not once, but repeatedly, with the same boy (usually a boy), until he was an oversized young man huddled over a little desk trying to hide the fact of his maturity among children four or five years younger.

In those rare classrooms where the human personality was viewed as precious enough to be preserved, the individual teacher in charge deserved the credit. The accustomed point of view was that scholastic achievement was the only objective to be sought and everyone should at-

tain the accepted level, or perish in the process.

"Perish in the process" is exactly what many children did, insofar as the integrity of their personalities was concerned. Defeated, many quit school as soon as they could, never again to face life with the strength they had as young children. Mass inferiority complexes of varying degrees were a product of those schools, and nobody knows what other emotional illnesses were initiated or encouraged there.

Hopeful steps have been taken in the last fifteen years to place first values first in the education of children. Respect for the individual, the beginning and the end of our way of life, finally overcame ideas transplanted here from Europe; and it was about time. The educational lag—that frustrating delay between knowing what is right and doing it—was far too long. There are still classrooms in America where most of the unfortunate errors of history are being perpetuated.

Better Mental Health Practices

But anyone who knows teachers, teachers colleges, professional groups and publications¹ for teachers will recognize

¹ A rough count of the number of articles listed in Education Index under the heading, "Teachers and Students," illustrates the trend in publication toward concern for mental health. Three times as many articles were listed in this category during the past year as during the period of one year ten years ago. Practically all were related to classroom atmosphere.

that the movement toward better mental health practices in the schools is remarkable. Courses, articles, texts and accepted points of view are shifting toward greater concern for the emotional well-being of the student. Perhaps the usual "pendulum effect" is in operation, and there is a temporary over-reaction growing out of past errors. But little harm can come from this if common sense controls amateurish inclinations to make diagnoses or to arrive at premature decisions about children.

Teachers are in a truly unique and advantageous position from which to observe children and their adjustment to each other.² Less emotionally identified with the child than the parent but deeply concerned about his welfare, the teacher can observe the interactions of children in a variety of situations.

Identifying Children with Problems

Identification of children who are in the process of developing faulty emotional habits, or who have already acquired such habits, is the obvious first step.³ No diagnosis need be made or should be made; but the teacher should be able to recognize those children whose adjustment is not within normal range.

This is not to say that a child who has difficulty sitting still or who has trouble conforming to school regulations has a serious personality problem. On the contrary, one must guard against a tendency to exaggerate the significance of behavior that may only be attention seeking.

² See Robert F. Topp, "The Advantageous Position of the Teacher in the Recognition of Early Personality Abnormalities," *Educational Administration and Supervision*, Jan. 1950, 36:33-8.

³ Unpublished "Check List of Behavior Patterns," developed by the writer to assist teachers in recognizing children with difficulties of adjustment.

In fact, the too-submissive, perfectly-behaved child might well be in need of assistance. There are some children about whom we cannot help but think, "I wish he *would* misbehave once in a while!" Discrimination comes with experience and with understanding achieved by study. This can be accomplished only when the teacher is motivated to do more about the mental health of children.

But having identified children with adjustment problems, what shall the teacher do about them, if anything? A few brief and general suggestions illustrate ways in which teachers may provide psychotherapy of an informal type to their children.⁴

Actually, much has been accomplished when the social and physical climate of the classroom has been cleared. Just the fact that this is a cheerful, clean, industrious place where one feels at ease will assist those who have sound mental health to keep it and those who don't perhaps to modify their faulty habits. Furthermore, the "right" classroom environment leads to other wholesome and therapeutic functions; for instance, catharsis.

One form catharsis takes is the "talking out" of one's problems with others who listen sympathetically. It is a common technique used in more formalized therapy involving a psychologist or a psychiatrist and his patient. The same process with similar hoped-for outcomes will become a routine part of life in the mentally-hygienic classroom.

Many problems of psychosocial adjustment may be diminished by the teacher's altering of the social scene through careful seating of students and thoughtful assignment of children to committees, roles in plays and similar cooperative activi-

⁴ See bibliography.

ties. Cliques are not only a phenomenon of adulthood, they characterize children's social life as well. Many times the social "tie that binds" is nothing more than proximity, as small groups cement themselves together merely because certain individuals were close to each other spatially speaking and learned to know each other.

The quiet child finds it especially difficult to break into established groups; and the groups tend to select the quiet one as particularly deserving of avoidance, or even of aggression. Yet this seemingly hopeless situation is sometimes possible to improve by arranging matters so that leaders in the class are required to work with some of the less active children. Quite often the leaders are surprised to discover hidden depths and previously unseen attractions in the heretofore timid little classmate. It is possible for group gates to swing open, perhaps not widely, but wide enough for the non-accepted child to obtain some of the satisfactions of group association that will benefit his mental health.

Even the aggressive "bully" who is avoided by others out of their own self-protection can learn something about re-directing his actions through the teacher's wise orientation of him into small working groups. An example of this involved a boy with serious home problems who was getting aggressive satisfactions by mistreating smaller children. When given opportunity for leadership of the right sort, remarkable changes took place. He contributed a model of a dog sled for the children to make and sell. As "assembly-line foreman" he earned recognition by his fellows and learned that it was possible to achieve status by directing his efforts into more acceptable channels.

Creative dramatics, frequently a part of the early grades, should be continued throughout the non-departmentalized

school levels and provision made in junior and senior high school for participation in these experiences.

"Bibliotherapy," reading for therapeutic values involved, lends itself to the classroom better than almost any other device. Reading and reporting to the class stories involving people of the same age of the students, particularly those stories presenting problems and ways of their solution in narrative form, can be of use to the teacher concerned with the personality functioning of his students.

There is always the possibility to be guarded against of the student who absorbs himself in reading as a way of escaping from real social experiences. Unfortunately, reading for this purpose can have more detrimental effects than helpful applications. But here, too, the teacher can see to it that the experience becomes a shared activity and that it is not used as a way to avoid social contact.

Creative dramatics, classroom atmosphere, discipline, bibliotherapy, the "professional practitioner" attitude are only a few of the ways psychotherapy in the classroom can result in benefits. As time goes on sound emotional health will be recognized as the "catalytic agent" for all kinds of achievement, scholastic or otherwise. Teachers will be rewarded by results they will see in their students and in themselves as they make use of this unusual opportunity to apply good principles of mental hygiene to their teaching.

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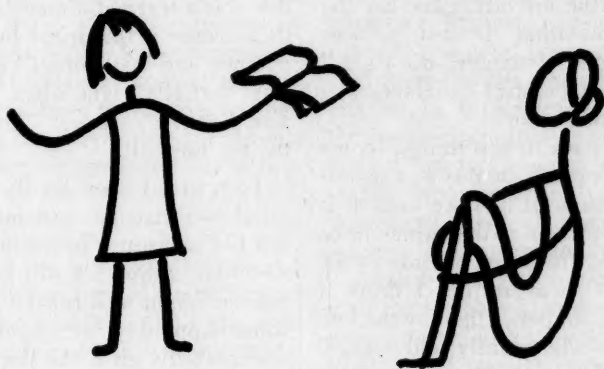
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CHILDHOOD EDUCATION



By Jannette Spitzer

By JOHN S. DICKEY

All the Kings' Children—and You

John S. Dickey's bon voyage present to last year's graduating students of Wheelock College, Boston, is still meaningful and fresh to all graduates about to teach. His recipe for joy—from within on a daily basis or from without on pay day or both—is two parts of learning to one of teaching and mix well. John S. Dickey is president of Dartmouth College, Hanover, New Hampshire.

SEVERAL MONTHS AGO A SERIOUS YOUNG man from one of the high schools in this area interviewed me for his school paper. As you might expect, he had a long list of imposing questions, the simplest of which was, as he put it, did I favor classical or progressive education? The interview almost went onto the rocks when I told him I really didn't know which I favored until he told me just what he meant by those two heavily-loaded adjectives, "classical" and "progressive." By the time he got through telling me what he meant we were both so confused that I had to rescue the interview by suggesting it might be simpler if we just forgot the adjectives and talked a little about mere education.

This is what I should like to do with you for a few moments as you prepare to move from practice teaching to the practice of education.

We shall return to teaching and education in a moment but, before we do, let's start with that ancient precept of all wisdom; namely, first things first.

Prime Business Is Learning

Parenthetically, it is worth while remarking that one of the things that keep life interesting is the fact that it is not always crystal clear just what the first thing is—except to the person who wants something from you right away. Indeed, I am inclined to think that *first things first* is

tolerably helpful only if accompanied by the story of the mountaineer who, as his daughter departed to face the perils and temptations of the big city, gave her the priceless, if somewhat clouded, advice: "When in doubt, daughter, do right." Pity all the poor doubtful daughters who have to apply that advice!

But to come back to first things, let me resolve all your pretty doubts by suggesting that regardless of how we look at it the first things for you will continue to be *your education*. The point is made by all commencement speakers, but I think it has never been put better than by the late Justice Holmes who bluntly told a graduating class at Harvard, "Your education begins when what is called your education is over." Whatever else you forget do remember this: In the most profound sense your education was good and is important, not because it has prepared you to teach, but rather because it has prepared you to learn.

Learning is the prime business of every creature, teaching comes next, and no one needs to hold onto this lifetime truth more tightly than the professional teacher. Permit me to say why I think this is so.

It is so because whatever else a teacher may or may not be successful in teaching, she will inevitably and always teach herself. (Incidentally, I am limiting my references to "she" and "her" in these remarks for what I trust are obvious reasons.) A self that is not learning is almost certainly not enjoying life, and God protect a student, and the rest of us too, from teachers who have never learned the enjoyment of life.

It is a sure thing that the heartbreaks of life will be taught you by the greatest teacher of all, the universe itself. The joy that goes with the heartbreaks, however, is man made and the making of joy must be learned by each of you on your lonely own. No person can tell another just how

to make the joy of life. Some find it in one field, some in another and some find it all over the place. I am only certain that it is a learned dimension of life, that its learning is the prime business of any lifetime and that Robert Louis Stevenson was eternally right when he told us in *The Lantern Bearers*, "Those who miss the joy miss all."

I am sure I need hardly more than remind you that the most meaningful joys are not measured in decibels or even in decimals, although I will grant you that a teacher might well raise a joyful noise if some happy day her school board should unexpectedly shift the decimal point on her salary check somewhat to the right.

Leaving aside the probability that any such joy is too good to be true and merely the result of a cruel clerical error in the superintendent's office, still it is also probably true that even the moderate pleasure of progressively larger figures on your salary checks will in some measure reflect your growth as a person as well as your development as a teacher. So, whether your joy comes from within on a daily basis or from without on pay days or, as is true of most of us, from some of both, my recipe for either kind of joy is two parts of learning to one of teaching —and mix well.

Mix Learning and Teaching

The mixing of learning and teaching in the same person is especially important. Indeed, it is probably at just the moments of mixing that the touch of magic enters into the hard work of education. I am still talking mainly about your own continuing education as person and teacher; but the time has come in these remarks, as it comes I understand in the life of every student, where the point of it all is made by introducing you to a real, honest-to-goodness live pupil.

The point here is that a good teacher learns from her pupils. She learns each day a little more of the uniqueness of each one of them as she also learns each year a little more of their common lot as human creatures; she learns from them wonderful and terrible things about parents; she learns from the fresh questions of each day a new way to look at old lessons and, above all, she learns about herself.

I wonder how many of you have ever carefully read the words of the musical play, *The King and I*, by Richard Rogers and Oscar Hammerstein, II? I am sure all of you have heard its music and many of you have seen it on the stage or the screen, but I promise you that beyond these experiences there is a depth of delightful wisdom in the lyrics that rewards the reader and especially the re-reader of them. If I could give each of you a light bon voyage present as you venture into teaching, I think it would be this little book.

Do you remember the scene in which Anna, the English teacher of the King's many children, is attempting to reassure the class that Siam and they are important even though Siam is but a small spot on the map? One of the children asks the critical question in all human problems: "You like us?" Anna replies: "I like you very much. Very much indeed." The children are delighted and she then sings these wise and lovely words:

It's a very ancient saying,
But a true and honest thought,
That "if you become a teacher
By your pupils you'll be taught."
As a teacher I've been learning
(You'll forgive me if I boast)
And I've now become an expert
On the subject I like most:

Getting to know you,
Getting to know all about you. . . .

I have only one criticism of that passage. Anna was surely both boasting and mistaken in saying that she was getting to know *all* about her pupils. That is never permitted anyone, even a teacher; yes, especially a good teacher.

A good teacher never knows *all* about any pupil. If the teacher is successful, the creative growth of the pupil is in some respect always at least one very unexpected jump ahead of what the teacher knows and hopes. On the other hand, if a teacher is unsuccessful, well, her pupil is almost certainly several other things than that teacher knows—and fears. No, never, never imagine you are ever going to know *all* about any pupil. Indeed, it can be said, I think, that any absolute relationship as between teacher and pupil is incompatible with true education.

Formal classroom education in our system extends from that beginning day in the first grade when mother and child parted as if never expecting to see each other again until this commencement day sixteen years later when they beam at each other as if nothing had happened. But as we all are supposed to know, if education has taken place a lot has happened in the course of that sixteen years' passage from classroom to classroom.

You're "It"

It may be helpful to you in your teaching career to think of this experience in organized education as an equation that always contains two factors: teaching and learning. At the beginning end, the educational equation, of necessity, is about ninety-nine percent teaching and one percent learning simply because the new pupil knows not how to learn; but when that pupil is where you graduating seniors are today the educational equation has either shifted to ninety-nine percent learning and one percent teaching or, to put it mildly, your higher education was not as

high as Wheelock aimed to have it. If you have any doubt about my having misjudged how the equation stands at this point, you might simply test it by inquiring of President Mayfarth as to whether Wheelock provides a teacher to go with your diploma. Her answer would undoubtedly be, "Of course we do, my dear—you're it." And so you are.

You are also "it" in a slightly slangy but deeply significant sense. Most of you, I assume, will be either teachers at home or in the early grades where, as I have said, of necessity teaching is a much more dominant factor in the educational equation than it is in the later years. You, like every other good teacher, must of course be constantly alert to the need for disengaging yourself and encouraging the youngster to go on more independently; but, however well you do that, you will inevitably build yourself more deeply into the inner foundation values of the children you teach than those who work at the so-called higher levels. I am sure myself that we are only beginning to understand how terrifyingly true it is that a society cannot rise much above the values that are learned by its children before the age of ten.

And this brings me to my final word about you and all the kings' children.

Shaping Destiny

Anna's King of Siam had seventy-seven children but, as he explained, he had not been married very long and he was "next month expecting three more." Our western marriage customs and laws make it unlikely that you will share Anna's fate and face only one all-knowing father in your Parent Teacher Association meetings. I think you should prepare to meet a lot of uncrowned kings at such affairs.

In ancient times those who taught the children of a king were often the most powerful influence in shaping the destiny of even the most absolute monarchy. So it was with Anna, and so it has been with countless nameless teachers who over the centuries for the most part worked to make the children of kings and other greats a little more worthy of their position and power.

The great unanswered American question is, "Can this be done for all the kings' children of a democracy?" I will only say that it will not be done by "all the King's horses and all the King's men." If it is done, it will be done by you and the likes of you. Don't forget to learn Anna's secret for being brave, and all good fortune all the way.



CREATING A LOVE OF LITERATURE IS A PURPOSE CLOSE TO THE HEART OF EVERY sensitive teacher. To help a child to learn to turn to books as a source of information and enjoyment, to help him become sensitive to the quality of writing that gives literary excellence to poetry and prose, to open windows on the common experiences of life through appropriate literature, so that the ideals and values which have moved man to greatness may become vicariously the spiritual possession of the child, all these are the aspirations of great teachers.—HELEN HEFFERNAN, *Chief, Bureau of Elementary Education, California State Department of Education*. From "Materials and Their Place in the Learning Process," talk given at 1959 ACEI Study Conference, St. Louis, Missouri.

Concerns for Children Are World Wide

. . . In Russia

MRS. NOVOPOKROVSKAYA IS A RANK AND FILE teacher of whom there are thousands. She works in a seven-grade school in the suburban community of Mamontovka. She is distinguished only by long teaching experience—thirty-four years of work in school.

Misha Bondarenko is a pupil in her class. A new apartment, more convenient and nearer to Moscow, was offered to Misha's father, who works for the Moscow subway. The family was ready to move, but Misha protested. "I do not want to go to any other school; leave me with my teacher," he begged.

The father and the mother thought the situation over and decided to remain in the old apartment until their son would finish the primary education with Catherine Novopokrovskaya. The parents understand very well that Misha studies and develops well because of her attention to him. You see, the boy is especially individualistic with a very difficult character. When he was very small he was often ill and he became accustomed to special attention from his elders; he is capricious and self-willed.

When Misha entered the first grade it was very hard for Mrs. Novopokrovskaya to accustom him to persevere with his lessons and not to interrupt the teacher with questions not related to the matter at hand. How she did work to concentrate the wandering attention of the boy on the subject at hand! She collected visual counting material for forming problems, brought pretty pictures and interesting books; she paid attention to him several times during each lesson. Even now, in the third grade, during the lessons she keeps her eyes on the second desk by the window where Misha sits, comes to his assistance in hard individual work, gently draws him into general class work when his attention wanders. The boy is very pleased when the teacher calls on him to recite. He reads and speaks well.

Developing Individualities

There are forty-two pupils in Catherine Novopokrovskaya's class—forty-two developing individualities with their own characters, peculiarities, aptitudes, talents, potentials. But with the help of a skillful teacher all of them open up. She has studied each pupil carefully during the three years she has worked with them. She knows how to approach each one in order to develop in the best way his good elements and uproot his faults.

Valerie Deneecenko is a quiet, careful and enterprising boy. He studies well and is interested in technology. One can speak with him as with an adult, mature person and can freely assign him any kind of task—being monitor of the class, organizing a checker tournament, editing the bulletin board newspaper. And then there is Meela Umatove, who is still completely a child. When she was studying in the first grade she cried most of the year: she would solve the problem incorrectly—tears; she would write a letter badly—tears; she would put a blot in the notebook by mistake—tears. Her parents, on the advice of the teacher, began during the second year to tell her, "Probably we will have to keep you out of school—you only go there to cry." But Meela loves school, her friends and her teacher and, afraid that her parents would carry out their threat, began to cry less. This year she cried only once—when she glued the box a little askew on the abacus she was making in shop. One has to be very careful with this girl, gently pointing out her faults in her work and activities.

Natalie Ignatova is a very shy girl. To answer in front of the class was a real torture for her. There were times she would stand silently in front of the blackboard, eyes lowered, although she knew the lesson perfectly. But Natalie has brilliant mathematical capabilities. She can solve problems faster than

Olga Petokhova is school news editor of YCHITELSKAYA GAZETTA and a former teacher of Moscow, Russia. During her visit in Moscow, Lucile Lindberg invited her to write for CHILDHOOD EDUCATION. In exchange, Miss Lindberg wrote on American education for a Russian teachers' magazine.

This article was translated by the Russian Department, Queens College, Flushing, New York.

anybody else, and in more than one way. Making use of her success in and her capabilities for mathematics, the teacher accustomed her to answer in front of the class—first to answer brief questions concerning the answer to the problems, then more and more often to explain the solving of the problem. But there is still much work to be done with the girl in teaching her to appear publicly.

Completely opposite to Natalie is Serge Ignashov. A well-read, lively boy, he answers easily in front of any audience. If someone is needed to represent the class at the official school meeting or festival, Mrs. Novopokrovskaya entrusts this to Serge and he always manages the speech excellently. With this boy the teacher is working hard to widen his reading interests. She collects literature for him suitable for his age on natural science (the boy likes nature) and famous explorers.

Strength of Collective Society

Forty-two pupils—forty-two ways of bringing out the personality of a child. To each character the teacher finds a particular "key," charts a particular course of development of the child's capabilities and aptitudes. But there is one special condition for the free manifestation of all the best sides of a personality—that is life in a collective society. So thinks Catherine Novopokrovskaya, and she tries to utilize the strength of a collective society in bringing out the positive moral qualities of the children.

In a collective society the children's friendship and cooperation are particularly evident. Even in small things the pupils of Mrs. Novopokrovskaya are attentive and helpful to each other. During a grammar lesson the writing exercise was started, but Feema Seerotovsko did not have a pen; he had left it at home. He had barely mentioned it when several pupils offered him their extra pens. Sasha Chernov became ill, and the children who lived nearby

visited him daily and brought him books and lessons. In the family of Tolya Kooznetsoff everybody works and he, on his return from school, remains completely alone. He is a boy with mediocre abilities and cannot always manage with his homework. For this reason his neighbor, an exceptional student, Galya Lapsheena, whose mother does not work, invites Tolya to prepare the lessons with her and to play with her.

Everybody is ready to help one another in whatever way he can. The children even stop one another from behaving badly. The whole class is simultaneously indignant when Lena Kovshova is rude to her comrades. She is a new girl; she has been in the class only for two years, but under the influence of the collective society she is becoming gentler and more polite. And babbling and coquettish Valya Keesk began to twirl a little less after the children told her in the October "Little Star" that it is not nice.

Discovering Capabilities

Great organizational capabilities were discovered in Tanya Koodryavtseva and in Valya Keesk. They are the "homemakers" of the class. They "manage" all the classroom property; they keep the keys for the closets, for the books, for the visual aids, for the materials, for the shop lessons. The teacher only needs to tell what to prepare for the next lesson and the girls will have it done.

Many artistic qualities are discovered in many children. For all school festivities the class prepares its own program. Lucy Leetveenko, Kolia (Nick) Shabalkeen, Natalie Alekseeva put on dances; Feema Seerotovskoe and Sasha Chernov make the decorations; Valya Shamarova and Genie Neekolskoe present songs and recitations; Genie Neekolskoe organizes group games. The class has its own champion readers; champions in checkers, chess, skating, skiing; and a class photographer, Serge Essaulov, who teaches the other children his art. There are poets, Sasha Lareen and Leeza Kholeena. There are lovers of nature, animals and birds. Each one finds a use for his abilities and capabilities in the joint collective life and work. That is why the children like their class. Even the new pupils at once begin to feel in it as in a big friendly family.

News HERE and THERE

By FRANCES HAMILTON

New ACE Branches

San Fernando Valley State College ACE, Calif.

Middletown ACE, Ohio

British Columbia Pre-School ACE, Vancouver, B. C., Can.

Reinstated ACE Branches

Kirksville State Teachers College ACE, Mo.
Jefferson City ACE, Mo.

New Life Members

Evalina Moore, Detroit, Mich.

Lois M. Mahan, Knoxville, Tenn.

Cleo I. Krogsrud, Elgin, Ill.

ACEI Center Headlines

BIDS OPENED FOR CONSTRUCTION OF
ACEI CENTER—MARCH 17

CONSTRUCTION LOAN FOR
CENTER GRANTED—APRIL 15

CONTRACT SIGNED FOR
BUILDING CENTER—APRIL 16

FUNDS FOR ACEI CENTER COMING IN
Total April 1958-April 14, 1959—\$151,959.42

GROUNDBREAKING CEREMONY
SCHEDULED FOR MAY 24

Sunday afternoon, May 24, ground will be officially broken for the new ACEI Center in Washington, D. C. Eugenia Hunter, newly-elected president of the Association, will preside. Participating as representatives of ACE members everywhere will be members of ACE Branches closest to Washington. Represented also will be past ACEI Executive Boards, other organizations, countries where ACE members live, government officials, the ACEI Steering Committee, Headquarters staff, and—of course—children.

Elementary School Science Library

The American Association for the Advancement of Science has announced plans for a Traveling Elementary School Science Library Program, to begin with the opening of schools in September 1959. The program will be carried on with funds from the National Science Foundation. A collection of 100 science and mathematics books for children in grades one

through six will be circulated without charge to 1,000 elementary schools throughout the United States.

This project was initiated because of the finding of Science Service that most of the winners of the National Science Fairs and the Westinghouse Science Talent Search develop their interest in science before they enter junior high school and the conclusion of the National Book Committee that reading habits are established during the elementary school years.

School principals interested in having their schools participate in this project may make application to the American Association for the Advancement of Science, 1515 Massachusetts Avenue, N. W., Washington 5, D. C., before May 31.

Newbery-Caldecott Medal Awards

The Newbery-Caldecott Committee of the Children's Services Division of the American Library Association has announced the winners of the Newbery-Caldecott medals for the most distinguished books written for children in 1958.

Winner of the Newbery Medal, given to the most distinguished contribution to American literature for boys and girls, was Elizabeth George Speare for *The Witch of Blackbird Pond*, published by Houghton Mifflin. Runners-up were Natalie Savage Carlson. *The Family under the Bridge*, Harper; Meindert De Jong, *Along Came a Dog*, Harper; Francis Kalnay, *Chucaro*, Harcourt; William O. Steele, *The Perilous Road*, Harcourt.

The winner of the Caldecott Medal for the most outstanding American picture book of the year was Barbara Cooney for *Chanticleer and the Fox*, published by Thomas Y. Crowell Company. Runners-up were Antonio Frasconi, *The House That Jack Built*, Harcourt; Maurice Sendak, *What Do You Say, Dear?*, by Sesyle Joslin, Scott; Taro Yashima, *Umbrella*, Viking.

Delta Kappa Gamma Educator's Award

The Delta Kappa Gamma Society announces the Educator's Award of \$1,000 to be given for the most significant contribution to education written by a woman between April 1, 1958 and April 1, 1960. This is the eighth such award offered by the society. Among its recipients have been Dorothy Canfield Fisher for *Our Young Folks* and Agnes Meyer for *Out of These Roots*. The winner of the award will be announced at the International

Convention of the Delta Kappa Gamma Society in August 1960. Further information may be had from the Society at 416 West Twelfth Street, Austin, Texas.

Expansion of Illman-Carter Unit

The Illman-Carter Unit of the School of Education, University of Pennsylvania, has been expanded to prepare teachers for kindergarten and elementary grades as well as for nursery school. The Children's School of the unit will be closed as of June 1959 due to the heavy expense of running a school properly and the feeling that public and private schools in the area can better provide experiences in real situations which student teachers will have to meet when they begin teaching.

Summing Up for 1958-59

... almost 9,000 more ACE Branch members

... more than 2,000 additional International and Life members

... almost 1,000 more subscribers to CHILDHOOD EDUCATION

We are also thankful for

... strong allies in other organizations working in the interests of children—for example, the forceful resolutions in support of kindergarten education adopted by the Association for Supervision and Curriculum

Development and the American Association of School Administrators at their 1959 meetings

... the inauguration of a new service to ACE Branch members—a Branch member service bulletin designed for and mailed directly to Branch members, *More about Reading*

... the dedicated presidents of state Associations for Childhood Education who, after a late summer meeting in Washington in 1958, went home to share their enthusiasm, interest and information with ACE members in their states

... the 1959 Study Conference—all that it can mean to those who participated and to the children they know

... a new ACEI *Plan of Action for 1959-1961*—a guide for our strong and united efforts in behalf of children.

And I want to express my own gratitude for the opportunity to work with you for the past eight years at ACEI Headquarters. Together we have faced crises in the Association and have met, sometimes "head on," the problems of children and education, dealing with each in terms of our beliefs. I know that in the years to come the dedicated people who are members of ACEI will continue to work together in the interests of children wherever and whenever possible. You can depend on me as an ally!

Gift to ACEI Building Fund

I hereby give to the Building Fund of the Association for Childhood Education International, a corporation organized under the laws of the District of

Columbia and now having offices at 1200 15th Street, N.W., Washington 5, D. C., the sum of _____ Dollars.

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Books for Children

Editor, ELIZABETH HODGES

Few boys and girls can travel to other parts of the world, but they can use books as magic carpets for imaginary trips or they can use them as windows through which they view their world neighbors. The following reviews of books on Africa, the Middle East and Asia are written by Leonard S. Kenworthy, of Brooklyn College, who has recently visited these three major areas of the world on a nine-month trip.

Africa

LET'S VISIT MIDDLE AFRICA: EAST AFRICA, CENTRAL AFRICA, THE CONGO. By John C. Caldwell. New York 19: The John Day Co., 2 W. 45th St., 1958. Pp. 96. \$2.95. This brief book should be

used widely in elementary schools to help children obtain an accurate, up-to-date picture of Africa. It has photos in black and white of tribal dances, drums and scantily-clad Africans; but it also has illustrations of the new Kariba Dam, a section of the modern city of Salisbury, and an airplane view of the new Legislative Council Building in Nairobi, Kenya—examples of the emerging Africa. The style of writing is a bit dull; nevertheless the book has great value.—*Ages 10 and up.*

GETTING TO KNOW LIBERIA. By Albert Craz. New York: Coward-McCann, 210 Madison Ave., 1958. Pp. 64. \$2.50. There is much good material in this volume, but it is a pity that the basic theme seems to be how wonderful Americans are and how well the Liberians are doing in imitating us. Long and complicated sentences also mar a book which may be used cautiously until someone produces a volume which is less "slanted" in its approach.—*Ages 10 and up.*

THE ANIMALS OF DOCTOR SCHWEITZER. By Jean Fritz. New York: Coward McCann, 210 Madison Ave., 1958. Pp. 64. \$3. This is a delightful picture of Monsieur le Pelican, Leonie and Theodore (two antelope fawns), Tchu-Tchu and Caramba (two dogs), and other pets of Dr. Albert Schweitzer in French Equatorial Africa. Black and white sketches enhance the volume. A little more about the Doctor himself would have been welcome, and much shorter paragraphs would

have made the book easier reading. And why, oh why, must a writer today open a book by referring to its locale as on "the left side of Africa"—a completely erroneous geographical concept!—*Ages 10 and up.*

MEET NORTH AFRICA. By John Gunther, with Sam and Beryl Epstein. New York: Harper & Bros., 49 E. 33rd St., 1957. Pp. 244. \$2.50. Sam and Beryl Epstein have done a wonderful job in adapting the sections on North Africa in John Gunther's *Inside Africa* for use by upper elementary and junior high school pupils. His easy style has been retained and made even more simple, his "cuteness" eliminated, and some factual errors eliminated. Black and white sketches are a welcome addition, too. Altogether this is a splendid reference work on North Africa for children—up to date and very readable.—*Ages 12 and up.*

MEET SOUTH AFRICA. By John Gunther, with Sam and Beryl Epstein. New York: Harper & Bros., 49 E. 33rd St., 1958. Pp. 232. \$2.50. In a very effective fashion the Epsteins have rewritten the sections on South Africa which appeared in John Gunther's



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Inside Africa, making them suitable for upper elementary and junior high school pupils. Especially welcome is a long chapter on the Central African Federation, as this is one of the few accounts for children on that amalgamation of the Rhodesias and Nyasaland.—*Ages 12 and up.*

LIGHT IN THE DARK FOREST: PEOPLE OF THE AFRICAN EQUATOR. By Charles R. Joy. New York: Coward-McCann, 210 Madison Ave., 1958. Pp. 96. \$2.50. Excellent maps, fine pictures and an attractive format may deceive many casual readers of this new book. Unfortunately it does not measure up to the high standard set by the Challenge Books, for the author has let his missionary background warp his presentation. He presents this part of Africa as an area where freedom and independence are coming rapidly and peacefully and where there is "no fighting in places where the white men rule." How far from the truth that actually is! Furthermore, involved sentences make parts of the book difficult to read; i.e., one sentence has four parenthetical phrases.—*Ages 11 and up.*

The Middle East

THE THIRSTY VILLAGE. By Dorothy Blatter. New York: Friendship Press, 257 4th Ave., 1958. Pp. 128. \$2.95, cloth; \$1.50, paper. Considerable insight into village life and the problems of Moslem-Christian relationships can be gained through this simple story of a summer camp where children from a Moslem village and children from a Christian village study and play together. In the end the friendship of these children of different backgrounds brings about the improvement of their common water supply, with the parents helping on their project.—*Ages 8-12.*

DEEDEE'S HOLIDAY. By Jeanette Perkins Brown. New York: Friendship Press, 257 4th Ave., 1957. Pp. 32. \$1.25, cloth; \$.75, paper. A well-known writer of children's books tells in this tiny volume the story of an Egyptian boy's trip to the pyramids and Sphinx on the Day of Smelling the Pure Air, and how the parents of a small American boy help him to find his parents when he gets lost. The bright-colored illustrations help to make this a fine volume for the primary grades, with its common story of holiday trips and getting lost!—*Ages 5-8.*

LAND BETWEEN: THE STORY OF THE MIDDLE EAST. By Francis Copeland.

New York 16: Abelson-Schuman, 404 4th Ave., 1958. Pp. 160. \$3. This is the best book on the Middle East now available for children and could well serve as a model for many books for children on various areas of the world. Highly readable and accurate, in fifteen short chapters it presents pictures of many phases of life in that part of the world—food, celebrations, houses, clothes, fun, schools—and others. A map, a few photos and illustrations of Arabic writing add still another dimension to a wonderful volume.—*Ages 10 and up.*

Asia

LET'S VISIT SOUTHEAST ASIA: HONG KONG TO MALAYA. By John C. Caldwell. New York 19: The John Day Co., 2 W. 45th St., 1957. Pp. 96. \$2.95. Excellent photographs on many phases of life in Southeast Asia and a wealth of factual material characterize this book by a long-time resident of Asia and a world traveller. However, the book suffers from the author's lack of knowledge of how to write for young children and should therefore be used as an "information book" rather than as a general reader for most boys and girls.—*Ages 10 and up.*

THE LAND AND PEOPLE OF PAKISTAN. By Herbert Feldman. New York 11: Macmillan Co., 60 5th Ave., 1958. Pp. 90. \$1.50. This small volume is an accurate and interesting account of the world's sixth largest nation. It is not, however, an exciting or dramatic account and teachers will want to use it as a reference volume for special reports by children rather than as a general reader. Fifteen pictures and a map add much to the fairly prosaic presentation by Mr. Feldman.—*Ages 12 and up.*

THE LAND AND PEOPLE OF MALAYA AND SINGAPORE. By Joanna Moore. New York 11: Macmillan Co., 60 5th Ave., 1957. Pp. 88. \$1.50. Because there is so little material available on the new nation of Malaya, this account is good to have in a school library. The two chapters on "A Rubber Estate" and "A Tin-Mine" will be especially valuable, while four chapters on the Malaysians, the Chinese, the Indians and the aborigines can be used by good readers for reports on the people. The earlier chapters on geography and history will prove less easy for elementary school children to use. Eighteen photographs and a full-page map are welcome additions.—*Ages 12 and up.*

THE LITTLEST BEAR

Written and illustrated by Inez Hogan. How the littlest bear learned to get along on his own will delight youngest readers, who will find their own growing-up trials and triumphs mirrored in his story. By the author-artist of the *Twin* books. Ages 3-7. \$2.50

FLIPPY'S FLASHLIGHT

by Corinna Marsh; illustrated by Dorothy Teichman. Flippy's dreary rainy afternoon indoors turned into a magic time of fun and exploration when Grandmother brought him a brand-new flashlight. Rhythmic repetition and colorful details. Ages 3-6. \$2.50

THE BIGGEST HAT IN THE WORLD

Written and illustrated by Robin and Billie King. The essence of small-boyhood is captured in this story of pint-sized Tris, who observed that the hat makes the man and set out to own the biggest in the world. By the author and artist of *Just the Right Size*. Ages 3-6. \$2.25

THE BLACKBIRD IN THE LILAC

by James Reeves; illustrated by Edward Ardizzone. Fifty-three poems that will sing their way straight to a child's heart, by a distinguished English poet. About everything from mice to myths and high-lighted by charming drawings. Ages 5-8. \$2.50

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by Marguerite Vance; illustrated by Robert MacLean. A very real and delightful story of an eleven-year-old, who is Everyboy in his struggles to work for his dream in spite of a lovable but lazy Southern family. A turn-of-the-century story by the author of *Song for A Lute*. Ages 9-12. \$2.50

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MY SIDE OF THE MOUNTAIN

by Jean George; illustrated by the author. A boy's favorite day-dream come true—the amazing chronicle of Sam's year spent living on his own in a remote area of the Catskills. Filled with feats like making a tree home, finding food in the wilds, training his captured falcon Frightful, and a wealth of specific details. Ages 10-14. \$3.00

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The Life of Horace Greeley *by W. J. Granberg.* The dramatic biography of a gallant fighter—from poverty-stricken childhood through his founding of the *New York Tribune* and candidacy for President. Ages 12 up. \$3.00

THE MELODY MAKER

The Life of Sir Arthur Sullivan *by Alma Shelley Waters; illustrated with photographs.* From his first composition as a talented eight-year-old, the exciting career of the famous composer of Gilbert & Sullivan operettas unfolds against a panorama of Victorian England, peopled with the celebrities of the time. Ages 12 up. \$3.25

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by Paula Hutchison; illustrated by the author. The odyssey of young Dugan's fascinating progression—in a host of adventures—from a town oddity to an active and popular citizen. Ages 11-13. \$2.75

ALL ALONE IN THE WORLD

by Johanna Spyri; illustrated by Michael Ross. The author has re-captured the fresh, quiet charm of *Heidi* in two stories new in this country: *The Story of Rico* and *Wiseli's Way*. Ages 8-12. \$2.95

SCRIMSHAW AND SUDDEN DEATH

A Salty Tale of Whales and Men *by Brian O'Brien; illustrated with photographs.* The true story of a boy's first voyage as a "greenie" on a whaler. Also famous true stories and legends of whaling days. A book rich in whaling yarns from one of the last old-time whaling captains. Ages 12 up. \$3.50

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Books for Adults

Editor, ELIZABETH KLEMER

THE SUCCESSFUL CAMP. By Lewis C. Reimann. Ann Arbor: The University of Michigan Press, 1958. Pp. 233. \$4.75. This book deals with the administration details of any camp and would be mainly of value to camp directors. It carefully discusses all phases of camp administration from the selection of the camp site to the duties of closing the camp. Included are materials on insurance policies, camp business practices and health policies and a unique camp director's calendar indicating duties to be done throughout the year.

The section dealing with the actual camp program is quite limited and for this reason would not be too much of value to the ordinary seasonal camp counselor who is not directly concerned with the business end of running a camp.

Its most practical use in the actual camp situation would be as a reference source in the camp director's office and for use during pre-camp training sessions to give inexperienced counselors an over-all understanding of camping procedures.—Reviewed by MARGARET MURPHY, assistant professor of physical education, San Diego State College, Calif.

PROGRAM OF THE MODERN CAMP.

Edited by Gerald P. Burns. New York: Prentice Hall, Inc., 70 5th Ave., 1954. Pp. 320. No price given. This well-organized book deals completely with good camp program. Sections are devoted to (1) a philosophy of good camp program and a discussion of program planning and organization; (2) major program divisions and activities, background information on each area, progressions into some of the more advanced activity programs and resources for help available to inexperienced counselors; (3) special programs and new trends in camping which give added zest to any camp program.

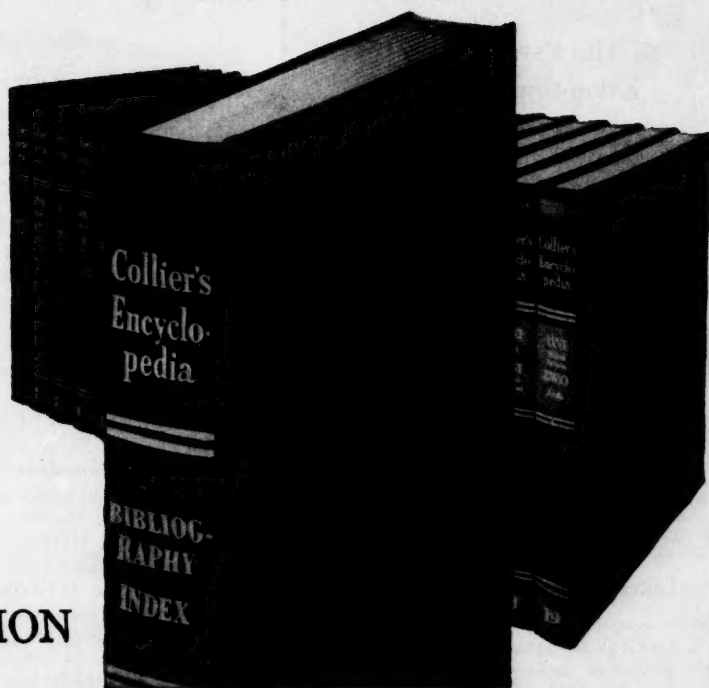
This would be a good textbook for college students learning camp leadership since good camp program is the crux of successful or unsuccessful camp. Suggested problems at the end of each chapter would give any student in camp counseling an opportunity to think critically about every phase of the camp program. The more such source materials on

program as this are available to counselors in the actual camp situation, the better the program is offered to the campers.—M.M.

NEUROTIC DISTORTION OF THE CREATIVE PROCESS. By Lawrence S. Kubie, M.D. Lawrence: University of Kansas Press, 1958. Pp. 151. \$3. This book is particularly challenging to people interested in the education of children and is good reading for teachers. The psychologist or psychoanalyst will not find much that is new to the problems of creativity, but this was not the author's purpose. A considerable portion of the book deals with neuroses, their psychodynamics and their relationship to the creative process. The point of view presented is that a neurosis is detrimental to man's creativity, that artists do not prevent themselves from becoming neurotic through art and that man does not need to be sick to be creative. In fact, man must be freed from the burden of neuroses; only then can he be truly creative.—Reviewed by BJORN KARLSEN, associate professor of education, San Diego State College, Calif.

THE PSYCHOANALYTIC STUDY OF THE CHILD, Vol. 13. By R. S. Eissler, et al. New York: International Universities Press, Inc., 1958. Pp. 573. \$8.50. This thirteenth yearbook on the psychoanalytic study of children follows the same organizational pattern as the preceding one, being divided into sections on theory, child development, clinical contributions and applied psychoanalysis. Most of the articles are of high caliber from a psychoanalytic point of view, but this reviewer is again surprised at the narrowness of the various writers' frames of reference. Even in Vivian Jarvis' article on the visual problem in reading disability, the enormous amount of research in education and psychology is largely ignored.

Nevertheless, this yearbook is probably one of the best that has been produced. Two contributions in it make it so: Max Schur's article on the ego and the id in anxiety and the first part of the book. This first part precedes the sections mentioned above and is a write-up on the Ernst Kris Memorial Meeting. Ernst Kris, who died in February 1957, was famous for his contributions to psychoanalysis, first for his study of art and later for his psychoanalytic study of children. The papers relating to art and creativity are particularly interesting and commendable.—B.K.



A NEW DIMENSION IN ENCYCLOPEDIA BIBLIOGRAPHIES

Deliberately departing from conventional encyclopedia practice, the editors of Collier's Encyclopedia have grouped all bibliographies as a separate unit in the first 177 pages of Volume 20. This unique concept in encyclopedia publishing presents in a single bibliography, under 1,132 clearly defined subject headings, more than 10,000 reference books encompassing every field of knowledge. Titles under the various subject headings are carefully graded, from the simple to the complex, and all books were selected because they are readily available in libraries and bookstores, because they are up-to-date, and because they are printed in English. In many cases, brief comments are provided to show the scope of the book and to indicate the nature of the

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Editor, **LUCILE LINDBERG**

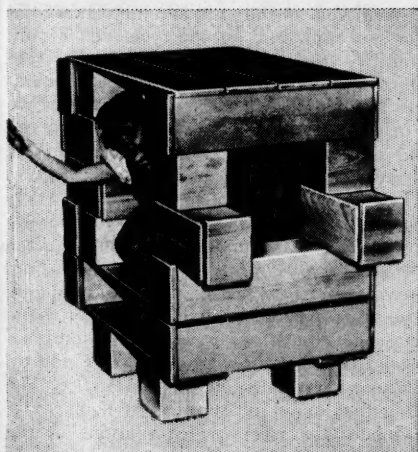
FRACTIONS — SEVEN-YEAR-OLDS USE THEM, by *Ethel Gunderson*. "The Arithmetic Teacher," V (Nov. 1958), No. 5. Mrs. Gunderson emphasizes the need for a long acquaintance period between a child's first introduction to fractions and the time he is expected to work fractions using algorisms. This acquaintance period should provide for planned, systematic work with manipulative and semi-concrete materials. Many opportunities should be given for children to make and solve original problems dealing with fractions beginning in the primary grades.

SOME FACTORS RELATED TO CHOICE STATUS, by *Deborah Elkins*. *Genetic Psychology Monographs*, LVIII (1958), pp. 207-272. Using sociometric tests, interviews and open-ended questions, Miss Elkins made a study of the choice-status of ninety boys and girls. She found that children who were flexible in role performance, who had the ability to meet the needs of others, who could further the goals of the group were among the highly chosen.

The author feels that the school should organize its program in such a way as to provide opportunities for growth in ability to assume flexible roles. She also recommends a careful study of the "serious results in terms of social adjustment of non-promoted and over-age children and the present questionable policy of refusing to 'send ahead' children who are somewhat younger than others but who adjust well with them."

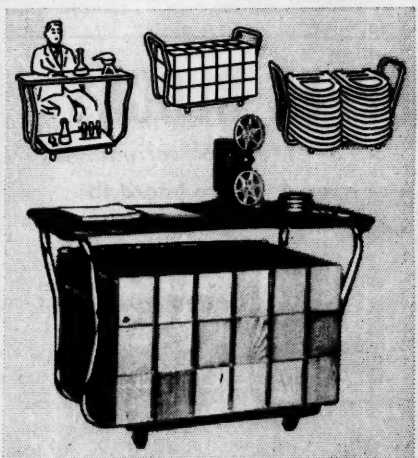
She wonders whether "homogeneous grouping solely on the basis of intelligence and school achievement can be justified in view of the isolated or segregated positions in which it tends to place youngsters of relatively lower socio-economic brackets."

NEEDED: A BALANCED EDUCATIONAL POLICY, by *Earl J. McGrath*. "Journal of American Association of University Women," LII (Jan. 1959), No. 2, pp. 85-88. The author says that "some of our educational institutions today are better than any of their predecessors. But, unfortunately the percentage of schools with adequate educational programs and the essential facilities to carry them out is very small and, in the main, such



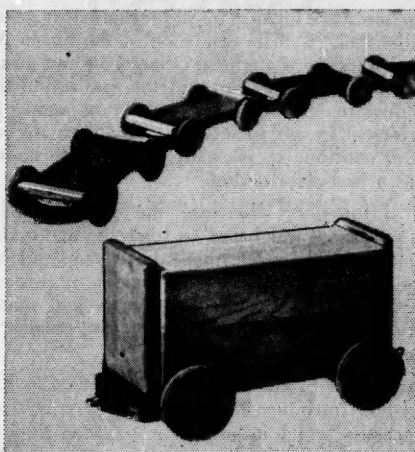
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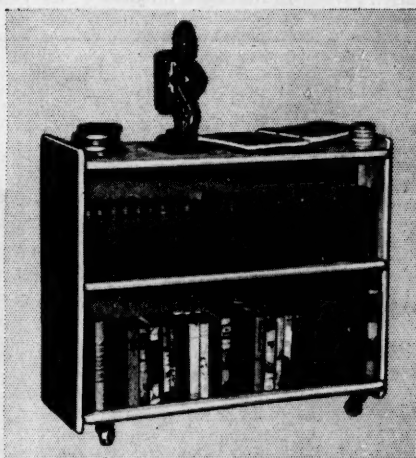
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schools are located in atypical wealthy school districts. . . . The explosion of the Space Age has shocked thoughtful citizens into an awareness of this situation and the realization that education is our most important asset, the element in our society without which we cannot continue to prosper, nor even to endure as a first-class nation. . . .

[However] "because the penetration of outer space was based on scientific and mathematical knowledge, many have proposed corrective measures which would excessively emphasize instruction in science and mathematics and thus upset the proper balance in our educational efforts."

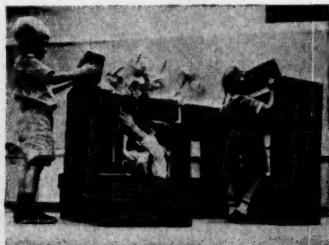
Trying to match the Russians item by item would introduce fitful changes of policy and practice which eventually would lead to chaos or the domination of education in this country by the shifting events and policies of a totalitarian regime.

CULTURAL BARRIERS TO LEADERSHIP,
By William G. Dyer. "Adult Leadership,"
VII (Jan. 1959), No. 7, pp. 189-90. "Shared action requires that each member of the group

be considered as individually important. His ideas and contributions must be seen as important to the over-all functioning of the group. It is apparent that this process maximizes the democratic nature of group action, for in a democracy each person is considered equal and each person's ideas are equated with everyone else's."

There are, however, some cultural roots which create barriers to pure democratic actions. There are many who feel that the male is naturally superior with a right to final power in decision making. We tend to look up to those persons who have greater experience, age, education, money and social position and feel that these people have a natural right to occupy positions of dominance. The feeling that one's job may be in jeopardy if he violates the rules or expectations of the higher status person reduces many people to the role of "yes-men."

There is a persistent cultural norm concerning the necessity of every group having a formal leader. This is often accompanied by the assumption that once a person has been appointed a formal leader he has greater insights, abilities, powers of discernment and



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wisdom than the others. Such factors as politics, occupation and family background may serve as resistant forces to democratic action.

The author suggests that we give warm acceptance to the person who holds barrier attitudes, because attitude change is most effectively produced by one's friends in warm relationships. Rejection of the person not only prohibits the projected one from making a contribution to the group but often reinforces the very attitudes we wish to change.

THE STRENGTH OF AMERICAN PUBLIC EDUCATION, by Harold G. Shane. "Educational Leadership," XVI (Dec. 1958),

No. 3. "One of the ironies of our present era is the fact that American public education has been subjected to its most severe criticism during a period in which the schools have been making some of their most important and effective contributions to the intellectual development of children and youth." Harold Shane fears that, "if unfounded distrust of education is fostered day by day by writers who contend that we are less well educated than we were a generation ago or who claim paradoxically that we should spend less money on education, it may become increasingly difficult to operate the schools in terms of sound teaching-learning principles and also to obtain the increasing proportion of the national income which larger . . . enrollments require."

Actually test scores made by children in reading, writing and arithmetic have consistently improved for generations. In addition, the children making these better scores on the same or comparable tests are approximately one year younger in the grade than the children of thirty-five years ago.

A BETTER BREAK FOR THE MENTALLY ILL, by John Barlow Martin. "Harpers" (Feb. 1959), pp. 58-64. Mental illness is unquestionably America's number-one health problem. Because private psychiatric care is expensive, most of the mentally incapacitated are in state hospitals.

Between 1945 and 1955 the number of patients in state hospitals increased by about 10,000 a year, but in 1956 it began to decline. Thirty-four states are discharging more patients than they take in. This has been possible because the amount spent on research in the field has increased. However, it is still not a large sum compared to what is spent for research in cancer. It amounts to one-tenth of what Americans spend for chewing gum.

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576 pp.

Pub. 1959

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2

UNDERSTANDING HUMAN DEVELOPMENT

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Pub. March 1959

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3

MUSIC IN THE ELEMENTARY SCHOOL: An Activities Approach to Methods and Materials

by ROBERT E. NYE and VERNICE T. NYE, both of University of Oregon

Here your students find themselves in the child's world of music, a world that becomes an integral part of education. The authors recognize and use music as an important factor in the elementary education. It takes on new responsibilities as a means of self-realization for the individual.

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Bulletins and Pamphlets

Editor, HELEN COWAN WOOD

NEWSLETTER WRITING AND PUBLISHING. By Elizabeth M. Burke. New York: Bureau of Publications, Teachers College, Columbia University, 1958. Pp. 113. \$2.50.

The postscript of this bulletin states: "If public service agencies, institutions and organizations are to be effective, they must be unified, democratic and productive. Free and constant two-way communication is essential in achieving these goals. Newsletters play a key role in a fully developed, well integrated system of communication. They serve small, select audiences—the very groups which can bring about constructive change . . ."

How to prepare, edit, publish and distribute a newsletter is described in this practical guide which gives suggestions on layout, illustrations, types of reporting and editing. Whether you "do-it-yourself" or have a special editor, this bulletin will be stimulating and helpful.—Reviewed by AFTON DILL NANCE, consultant in elementary education, California State Department of Education, Sacramento.

LET'S MAKE A MURAL. By Marjorie Kelley and Nicholas Roukes. San Francisco: Fear-on Publishers, 2263 Union St. Pp. 33. \$1.50.

Much information and material in capsule form are presented in this well-illustrated booklet. Teachers will find here a wealth of ideas for using materials of many kinds, with good helps for handling each of the media. Some of the broad contributions which the mural can make to the educational program are barely suggested, undoubtedly because of the brevity of the book. Within this limitation, it should be highly useful.—Reviewed by BARBARA LINGENFELTER, consultant in elementary education, art, Public Schools, Los Angeles County, Calif.

IMPROVING CHILDREN'S FACILITY IN PROBLEM SOLVING. Practical Suggestions for Teaching, No. 16. By Alma Birmingham. New York: Bureau of Publications, Teachers College, Columbia University, 1958. Pp. 86. \$1. This publication serves to stimulate teachers' thinking about characteristics of problems as met by children and encourages development of competence in problem solving. There is ample illustration of varieties of problems, how children and teacher

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proceed to find solutions and the satisfactions to all as they reach beyond "informing and knowing to feeling and action."

"What does the environment invite children to do" paves the way for an open approach to problem solving. How to utilize the innate drive to learn, the curiosity, the excitement of discovery, the wonder of being a creator is well expressed. While there is recognition of the role of failure, warning is given about leaving children's attempts to work with problems to chance. It is clear that problem solving takes time and that life problems are solved with effort, with the guidance of those who are concerned and in an atmosphere of friendliness and warmth.

For those engaged in evaluation of educational experiences and in consideration of what makes quality teaching, there are many ideas which will serve well for discussion and study. For everyone working with children of any age, there is substance for thought, for analysis and for evaluating one's own practices.—Reviewed by MARIAN JENKINS, consultant in elementary education, Public Schools, Los Angeles County, Calif.

ALL IN PLAY. By Rowena M. Shoemaker. New York: Play Schools Association, Inc., 41 W. 57th St., 1958. Pp. 97. This newest and excellent booklet of Play Schools Association, Inc. will help all adults who are working with children.

Play as a force in learning provides for the need to belong and to feel accepted; for change, for exploring and for using initiative; and for achievement through the child's own efforts. It is most effective when music, rhythms, stories, the use of blocks, work bench, tools, puppets and study trips are planned with children and when equipment is provided or made by children and adults.

What materials and equipment are appropriate, how they may be made, what books are useful for ideas are included.—M. J.

MATERIALS FOR READING. *Proceedings of Annual Conference on Reading, University of Chicago, 1957.* Edited by Helen M. Robinson. Chicago: University of Chicago Press, Supplementary Educational Monographs, No. 86. Pp. 231. \$3.50. This report of the Annual Reading Conference of the University of Chicago contains many helpful references to aid teachers in answering such questions as, "Shall we use workbooks?" "How can we use basic readers with all our pupils?" "What is extended reading?"

Curriculum workers will want to read the

articles on basic issues underlying selection and use of materials written by John I. Goodlad and William S. Gray.

These proceedings might also be useful as a basis for discussion by various study groups. Those concerned with selection of reading materials might begin by reading Gertrude Whipple's article, "Principles for Selection and Use of Reading in Content Areas." Those concerned with setting up a new pattern of grouping would find Josephine B. Wolfe's analysis of existing grouping arrangements thought provoking. Those concerned with materials for a typical reader might begin with the two articles by Paul Witty and Charles Spiegler.—Reviewed by MARY ALBERTA CHOATE, assistant professor of education, University of Oregon.

WHAT WE KNOW ABOUT RACE. By Ashley Montagu. New York: Anti-Defamation League of B'nai B'rith, 515 Madison Ave., 1958. Pp. 40. 25¢. Perhaps as periodically as each new year rolls around, one should examine one's feelings, attitudes and fund of knowledge about "race." What experiences have I had within the last year that challenge my own "packet of ideas" or behavior? Am I as articulate about the subject as I should be in order to converse easily among my circle of friends? What is more, am I willing to go the extra "action mile"?

Ashley Montagu, an anthropologist, explains what race is and what it is not. He examines the physical differences among ethnic groups; analyzes the interrelationship of heredity, intelligence and environment; reaffirms the principle that every man is entitled to equality of opportunity and the right to development. Four points that ought to be written in neon letters around the world are: (1) ethnic groups resemble each other much more than they differ from one another; (2) man's outstanding trait is his ability to learn and to profit by his experiences; (3) race has no relationship to intelligence; (4) intelligence cannot develop without the stimulation of environment.

This pamphlet will help everyone examine his attitudes about race.—Reviewed by LOVELLE C. DOWNING, curriculum director, K-6, Public Schools, Modesto, Calif.

LOOKING IN ON YOUR SCHOOL. By National Congress of Parents and Teachers. Chicago: The Association, 700 N. Rush St., 1958. Pp. 32. 35¢. This constructive and objective guide can serve as a check list for par-

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teaching



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ent groups wanting information about their own schools. Fourteen areas are covered: Purposes or Goals of the School; Curriculum; Teachers; Guidance and Counseling Services; Physical and Mental Health Program; Instructional Materials and Resources; Library Services; Interpersonal Relations; The Pursuit of Excellence; School Plant and Facilities; Financing; Size of the School District; School Board; the Parent-Teacher Association.

PTA's evaluating their schools will be guided by such questions as these: Who is responsible for developing the curriculum? What roles do teacher, librarian and principal have? Do laymen take part? Is your school district large enough to provide well-equipped school buildings and an educational program varied enough to meet the needs of a diversified school population? How well acquainted is the school administration with the purposes, policies and philosophy of the PTA? Does it recognize the PTA's legitimate concern for the home and the community as well as the school?

These questions might well be used as guideposts for a principal and his staff to locate strengths and weaknesses of their particular school so that strengths can be maintained and weaknesses overcome.—L. C. D.

PLUS VALUES. By Department of Kindergarten-Primary Education, NEA. Washington, D. C.: The Association, 1201 16th St., N. W., 1958. Pp. 24. \$1. With so much printed material crossing one's desk these days, writers must not only have a message but say it succinctly and put it in a format that has eye appeal. The writers of *Plus Values* have done both with distinction.

Included are accounts of the unique way creative teachers handle periods of the day which are frequently considered trying, giving both teacher and children a *plus value*. Sharing assemblies, school lunch, time before and after school, field trips and interruptions are explored. My all-time bone-of-contention has been interruptions. Perhaps the reader will find his and some ways to get values from the experience. Any thoughtful teacher could use this booklet as a "how-am-I-doing" evaluation in these areas.—L. C. D.

CONSTRUCTIVE CLASSROOM CONTROL. By Irwin O. Addicott. San Francisco: Howard Chandler, Publisher, 1958. Pp. 46. \$1.25. Recognizing that good pupil-teacher relations cannot be guaranteed by any formula, Mr. Addicott nevertheless presents prac-

CHILDHOOD EDUCATION

tical suggestions for which many a new teacher will be grateful. Discussions of the basic needs of children and a basic point of view about discipline as education for self-control should serve to deepen insights as the book offers its down-to-earth hints on specific and familiar problems of order.—H. C. W.

TOYS . . . THE TOOLS OF CHILDREN. By June Frantzen. Chicago: National Society for Crippled Children, 11 S. La Salle St., 1957. Pp. 17. \$1. Mrs. Frantzen, an occupational therapist, analyzes toys as tools children use in physical development. Key charts show toys for five stages of arm and hand development in such areas as reach, grasp and release; thumb and finger skills; coordinated finger use; arm reaching and holding; arm placement. The materials which contribute at each stage of development are then classified by three interest levels to suit varying needs of children of different ages at the same stage of physical development. This guide for the selection of toys was developed by careful study over a period of four years with both normal and handicapped children and infants and with their parents. Particularly valuable for those who work with physically handicapped children.—H. C. W.

ART OF THE YOUNG CHILD. By Jane Cooper Bland. New York: Museum of Modern Art. Distributed by Simon & Schuster, 630 5th Ave., 1957. Pp. 48. No price given. Children's growth in spontaneously expressing their ideas and feelings in meaningful form is well presented in this bulletin about art experiences for three- to five-years-olds. Each section helps to bring clarity in thinking about the nature of the creative process that so readily appears as young children discover themselves and the world with art media. Since young children must depend upon adults to expand their experience and to understand their needs, many experiences are described to illustrate ways teachers and parents may cooperatively encourage and nurture creative growth. The discussion of fundamentals is of particular value, for it makes clear some of the qualities that underlie a child's experience with art media. The presentation is enhanced with appealing colored and black-and-white reproductions that record children's efforts to give meaning to things perceived and experienced.—Reviewed by FRANCES DAYWALT, consultant in elementary education and art, Public Schools, Los Angeles County, Calif.

IT'S TIME FOR BETTER ELEMENTARY SCHOOL SCIENCE. By Glenn O. Blough. Washington, D. C.: National Science Teachers Association, 1201 16th St., N. W., 1958.

\$1. This is a report of the May 1958 conference on elementary science held by the National Science Teachers Association under the sponsorship of the National Science Foundation. Included are guidelines for teachers, administrators and supervisors as they work to improve the science program in the elementary school and discussions of these problem areas: What are the characteristics of a good elementary science program? By what process may a school system improve its elementary school science curriculum and teaching? What are the most helpful experiences in science for in-service elementary teachers? What pre-service science experiences characterize good programs for elementary teachers? How do we determine what equipment, books and other educational materials are essential to good science instruction?—Reviewed by BERNICE BRYAN, consultant in elementary education, science, Public Schools, Los Angeles County, Calif.

(Continued on next page)

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LET'S CREATE. By Mary K. Leonard, Athens, Ohio: Center for Educational Service, College of Education, Ohio University, Curriculum Series No. 2, 1958. Pp. 57. \$1. The elementary teacher who is interested in carrying on a creative art program will find both encouragement and support in this stimulating book by the art director at Ohio University Elementary School. Not a "how-to-do-it" book, it is full of sound and practical suggestions for guiding children in the free and creative use of many art media. Perhaps a little more could have been said about how to help children over some of the hurdles. However, there is much to read between the lines for teachers who are trying out with children the things Miss Leonard suggests.—Reviewed by ROSANA MALUMPHY, consultant in elementary education, art, Public Schools, Los Angeles County, Calif.

THE ELEMENTARY SCHOOL CHILD AND HIS POSTURE PATTERNS. By Evelyn A. Davies. New York: Appleton-Century-Crofts, 1958. Pp. 80. \$.95.

This material is nontechnical in its approach and facilitates ready use by the classroom teacher, offering comprehensive information in this special area. The suggestions for preventing poor posture and for developmental activities to promote good posture are practical for the elementary school and should provide extremely helpful resources for the teacher who is interested in developing his program. The section on screening offers a good basis for the school's informal appraisal of posture problems and for referral to medical personnel.—Reviewed by JACK DAVIDSON, consultant in physical education and youth services, Los Angeles County Schools, Calif.

A CLASSROOM TEACHER'S GUIDE TO PHYSICAL EDUCATION. By C. Eric Pearson. Practical Suggestions for Teaching, No. 17. New York: Bureau of Publications, Teachers College, Columbia University, 1958. Pp. 127.

This is a practical resource dealing with some of the major problems confronting the classroom teacher in physical education. It provides suggestions for elementary physical education program content; immediate objectives of program planning; methods of teaching skills and other activities; ideas for evaluating performance; and suggestions for the use and care of facilities, equipment and supplies. The booklet contains excellent reading lists.—J.D.

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Over the Editor's Desk

Dear Readers:

An *annual report* can be likened to a harvest. We gather into one basket (this report) letters from you, work copies of CHILDHOOD EDUCATION which Editorial Board members have returned with evaluations written in the margins, testimonials, permissions to reprint, recollections of comments heard on field trips—in short, oral and written communications on *the use of this year's publications*. Then we try to assess what difference this has made to all who are concerned in making children's lives richer.

What do some of these communications say that give us an inkling that ACEI publications have made an impact on the education of children two to twelve years of age?

A New York member writes:

"I was so impressed with the September CHILDHOOD EDUCATION that I have not been able to keep either copy [work copy or subscription copy] in my hands long enough to return yours [work copy with evaluations in margins]. If you will forgive me, I'll tell you where I have spread the news and do better in October.

"I recommended the magazine to the Education Study Group for a text for this year. The subject was *it*. What better source of up-to-date material could they get? That's where one copy is . . . going the rounds of twenty members. In helping this same group compile a bibliography, I had reason to consult the Chief Librarian of the Public Schools . . . away went my own copy so she could order everything and read the Moore article and the reviews. In have snatched one or other of these copies back from time to time. Once to display at the Regional Conference of the AAUW, where I had "Higher Education" responsibilities; once to present at a meeting of the State Publications Committee; I barely got a copy back in time for the State Board Meeting this week. I have attended two Branch Board meetings, copy in hand, and now have one in the ACEI publications case to display at our first local Branch meeting."

Reading between the lines it would seem that life would be simpler if there were at least twenty more subscriptions to CHILDHOOD EDUCATION in this city.

A member from Newfoundland writes:

"For many years I have been an individual member of ACEI. There has never been a Branch here.

"Membership in ACEI and avid reading of all its literature, including the invaluable CHILDHOOD EDUCATION, have given me encouragement, enlightenment and enjoyment. This has helped me solve many problems and has given me such valuable educational information."

As one reader put it:

"There is a quality to the articles of this issue which touches me emotionally. . . . It has caused me to think and to ponder about how we can really meet the needs of the children and the world. I used part of a conservation article (January 1959) with a group of third graders. It motivated them to take a look at some of the 'sick things' in their room and in their schoolyards."

Advertisers would do well to take note what a summer session student reported:

"Of the thirty-five members attending the conference on "Today's Children in Kindergarten and First Grade" at Teachers College, Columbia University, New York, eight were there because they found out about it through reading the ad in the April 1958 issue of CHILDHOOD EDUCATION."

Perhaps I should be more accurate and say: "Colleges take note on how to increase enrollment at summer conferences!"

Students in teacher education courses have read and made good critical analyses of CHILDHOOD EDUCATION issues this year. One writes: "I noticed that the authors were from all walks of life. This is good. It gives a broader viewpoint." She is right; authors with a greater spread of interest than ever before have written articles this year.

This year *five times* as many teachers as last year have written articles; others who have written are:

A senator	Parents
A lieutenant colonel	A librarian
A farmer	Executive secretaries
A policeman	and directors of
College instructors	other educational
Professors (active	organizations
and retired)	An editor
Elementary education	A magazine staff
consultants from	writer
cities, counties, a	A college president
state and U. S.	
Office of Education	

Fifty-five were new authors—that is, new to CHILDHOOD EDUCATION. A majority of the authors were invited to write in keeping with the theme, "Fundamentals for Today's Children," which was also the 1959 Study Conference theme. However, of the 110 unsolicited manuscripts (forty more than last year) sent in from many parts of the United States, twenty-four were chosen to be included in this year's issues because of their pertinence to the theme or because of their potential value "to stimulate thinking rather than advocate fixed practices."

Reviews of children's and adult books, bulletins, pamphlets and magazine articles have caused readers to write us in this vein: "Again I've used 'Books for Adults' this month for a library order."

Of the hundreds of children's books sent to ACEI by publishers for possible review this past year, books from forty-one publishing firms have been reviewed by the Children's Book Editor. Of the forty-one firms, seventeen have had more than one book reviewed. The books reviewed have been chosen on their merit—that which had value to children.

A letter asking permission to reprint some of the portfolio leaflets came from a United States delegate to Mondiale Pour L'Education Prescolaire (OMEP) Conference in Brussels, Belgium. She asked for use of "Guiding Your Children's Play," "What to Expect of Six," and "Starting Reading" as a report at the OMEP Conference. She asked: "What better way do we have of expressing the American philosophy of early childhood education?"

Perhaps there is something indicative of the usefulness of ACEI materials when we

report that sixty-five others have requested permission to reprint articles in full or in part. The largest number of requests came for the use of Agnes Snyder's "For All Children—The Teachers Speak" (October 1958 CHILDHOOD EDUCATION). Still more people (about 1,100) read the portion of her poem which was used for ACEI's Christmas card. We cannot estimate how many read it on the December back cover for, as I have indicated, CHILDHOOD EDUCATION still is the most borrowed journal! It would be impossible to gauge the impact of Agnes Snyder's words which read in part:

"We speak for all the children
Of all the nations, all the lands,
Knowing well that in their common human
core
Is more of likeness than of difference;
Knowing too that only as we reach that
common core
In children
Will men, the world over,
Reach it in each other."

We do know it was read by many in the United States and abroad.

A reader from Appleton Public Schools, Wisconsin, writes about *self-selection and individualized reading* which have been recurring in CHILDHOOD EDUCATION articles over a period of years:

"Because we have read with interest so many of the articles from your magazine on self-selection and individualized reading, we felt we would like to share with you the results of the stimulation which those articles have given us. [She enclosed a report of curriculum materials their schools had developed in Self-Selection Reading Program 1957-58.] We are only in the initial stages, but we are moving and there is a tremendous amount of interest on the part of the teachers.

"Our reason for sending this report is to encourage you to keep right on stimulating us with your professional articles. I am sure it is difficult for you to evaluate the fruits of your labors for it takes a long time for the circle to widen after the stone is dropped into the pool."

More about Reading, a reprint of ACEI articles on individualized reading, has been published since that time. It has been sent as a special service to 80,000 Branch members.

(Check to see if your Branch secretary has sent in your name and *accurate* address and your dues.) An Indiana member writes:

"Everyone is enjoying *More about Reading*. We were quite surprised to find it was a gift from ACEI. This is a very fine gift which makes the members feel that they are a very vital part of the International organization. Thank you."

This service is the "something new" added in the past year.

Single articles reprinted from CHILDHOOD EDUCATION and used in Headquarters Information Service amount to forty-five. These are sent to those requesting information on specific topics.

Bibliography of Books for Children, 1958 revision, continues to be listed on popular lists such as that of Children's Book Council and others. *Children's Books for \$1.25 or Less*, 1959 revision, is answering needs in many places. *Changing Times* (Kiplinger) annotated it as "a guide for selecting worthwhile books available in drugstores, supermarkets and bookstores." One ACE member writes about the membership bulletin, *Space, Arrangement, Beauty in School*, which came off the press in October 1958:

"It's amazing! Exactly what many of us have wanted for many years. . . . It's hard to achieve that kind of practicality, but you've really managed it."

An answer to that member is that it is practical because it was planned over a period of time with one committee of six helping, most of whom were classroom teachers. At last year's Conference, when the content outline was completed, another committee of six from wide geographical areas of the United States volunteered to take photos in their classrooms and tap other sources to illustrate the bulletin. Over 150 photos were submitted before the end of the school year. A total of thirty-three ACE members were involved as authors, photographers, planners and advisers in its output.

How Do Your Children Grow?, the second 1958-59 membership bulletin which came off the press this month, was planned in a similar way.

Now look for *How Good Is Our Kindergarten?—Guidelines for Education of Five-Year-Olds*, prepared by Lorraine Sherer and

a Special Committee on Kindergarten, to come off the press soon.

Field trips to Branches and visits to schools, a children's ward of a hospital and organizations in the role of ACEI consultant have borne great rewards to me as Editor.

It is this work with Branches and visits to schools or close contacts with children wherever they are that give inspiration, reinforcement and real purpose to the work of the Association. This close touch is needed by the Editor, for it feeds ideas into the planning for publications and it helps in making daily value judgments in selection of articles—in short, it makes the publications practical.

The vacation visit to Stockholm (Sweden) Schools and to the ACE Branch there made me feel more than ever that children are more alike than different the world over. Danish schools and playgrounds showed ways of meeting children's needs. Their adult schools met needs on a short-term basis for *all* the Danish adults who seek education. Some included teacher preparation in their program. The Viennese Demonstration Kindergarten at the Brussels Fair helped thousands of observers to understand what are good practices in education for threes, fours and fives. Nouvelle Ecole, Brussels, Belgium, can set a fine example to the world in what is meant by teaching children to live democratically and creatively. For fifty-one years it has been under the directorship of Amelia Haimaide, a believer in Decroly and Dewey philosophy. Her service has become greater with each succeeding year.

Of the field visits in our own country during the year, the one to the Tidewater Pre-School Association, Hampton, Virginia, stands out like a beacon. The enthusiasm of this group for in-service education to help young children will impress me for the rest of my days. The visit in Hampton Institute's school for threes, fours and fives gave me new hope for education in that part of our land.

Has this year been richer for children because of ACEI? Can't we assess this harvest for 1958-59 as bountiful?

Happy vacation days to you!

Sincerely,

Margaret Rasmussen

CHILDHOOD EDUCATION

Attention

Summer School Students and Instructors!

Are these ACEI bulletins on your summer school reading lists? They can be a source of help to you. Write for them today!

All Children Have Gifts—100

Guidelines for seeking undiscovered resources within *every* child whether scientific, technical, social or academic. Variety of talents needed today. Classroom examples. 1958.

Pages 32—Price 75¢

Art for Children's Growing—64

Children and the value of the arts, developmental characteristics, climate for expression, experimentation, evaluation of children's growth. 1955. Pages 48—Price 75¢

Bibliography of Books for Children—37

A selected list — annotated, classified, priced. Suggested age levels. 1958 revision.

Pages 125—Price \$1.50

Children's Books—\$1.25 or Less—36

The 1959 issue is a complete revision of a classified list of inexpensive, approved books for children.

Pages 38—Price 75¢

Discipline—99

A "must" for parents, teachers, students. Takes a clear stand on changing behavior; explores why children act as they do; suggests ways of working toward self-discipline. Tips for beginning teaching. 1957.

Pages 32—Price 75¢

Equipment and Supplies—39

Suggested lists of materials for nursery, kindergarten, primary and intermediate; classified lists of tested and approved products, age level and manufacturers. Index. Revised 1957.

Pages 90—Price \$1.25

How Do Your Children Grow?—103

Child growth and development facts with practice. Examples showing continuity in learnings from home to school and community to school. 1959.

Pages 32—Price 75¢

Learning a New Language—101

Basic ideas of way language is learned; meaning of learning language different from that of home. Dual language can be an asset. Practical suggestions for teaching non-English-speaking children. Illustrated with classroom photos. 1958.

Pages 32—Price 75¢

More about Reading—29

A collection of articles from ACEI publications which focus on a broader base than the traditional one. Some refer to it as "individualized reading"; others to "self-selection"; still others prefer not to label it. 1959.

Pages 32—Price 50¢

Reading—98

Discusses individual differences; need for varied experiences, materials; teaching techniques in skills; how to help children read for meaning, information, pleasure, understanding themselves and others. Practical help in self-selection program. 1956.

Pages 32—Price 75¢

Songs Children Like—

Folk Songs from Many Lands—63

Fifty-five songs from eighteen nationalities. Songs of outdoors, fun, action, seasons. 1954 and 1958.

Pages 48—Price 75¢

(Continued on outside back cover)

(Continued—ACEI Publications)

Space, Arrangement, Beauty in School—102

Underlying philosophy for flexible room arrangement in nursery school, kindergarten, elementary; many photos of space-savers, centers of interest (indoors and outdoors), beauty, room arrangements. Illustrated guide for making attractive bulletin boards and displays. References: books, films, filmstrips, paintings, kit. 1958.

Pages 52—Price \$1.00

When Children Write—95

How to help children improve in written communication. Relationship of maturation to writing. The what and how of skills. 1955.

Pages 40—Price 75¢

Intermediate Portfolio—4

School experiences of the 9's to 12's. Includes grouping, creative dramatics, reasoning, and arithmetic, skill in speaking and writing, science, making records and reports. 1954.

12 leaflets—Price 75¢

Kindergarten Teachers Portfolio—2

Includes program, what four- and five-year-olds are like, science, experiences, music, dramatic play, etc. Revised 1951.

12 leaflets—Price 75¢

Creating with Materials for Work and Play Portfolio—5

Discusses uses of: clay, paints, paper, blocks, puppets, wood and toys. Gives directions for making simple costumes, musical instruments, flannel board and attractive bulletin boards. References: books, films and filmstrips. 1957.

12 leaflets—Price 75¢

Nursery School Portfolio—1

Deals with nursery school organization and program. Includes emotional needs, housing, records and reports, cooperatives, and music. 1953.

12 leaflets—Price 75¢

Primary School Portfolio—3

Includes: evaluation, work period, discipline, beginning reading, creative experiences, parent-teacher cooperation, and excellent bibliography. 1956.

12 leaflets—Price 75¢

A discount of 20% on lots of 25 or more of the same bulletin

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